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Acceleration	Seminars	Teacher Selection

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In order to provide articulation among the school districts of Pennsylvania in their efforts to improve education of gifted pupils, a questionnaire was sent to each district. From the replies several generalizations were made regarding gifted programs in the State. Concerning pupil selection for these programs, the general practice is to include some or all of the following: group intelligence scores, individual intelligence tests, achievement test percentiles, evaluation of academic grades, teacher and administrative recommendations, and parental permission. Teachers are most typically selected by the administrator on the basis of teaching ability, interest in working with more able students, teaching experience, enthusiasm, college record, and completion of courses in methods of teaching gifted pupils.

There are several general types of programs for the gifted in Pennsylvania. Enrichment is the most common and often uses seminars with community resource people, great books program, club-type groups, and foreign language in elementary school. Acceleration of either pupil or subject is another type. Ability grouping may be found at all grade levels but is most common in the seventh and eighth grades. The planning of these programs rarely involves parent participation, but efforts to maintain communication with parents are important.

Following these generalizations are short summaries of each program in 140 districts. School districts offering advanced placement courses and those having honors courses are listed.

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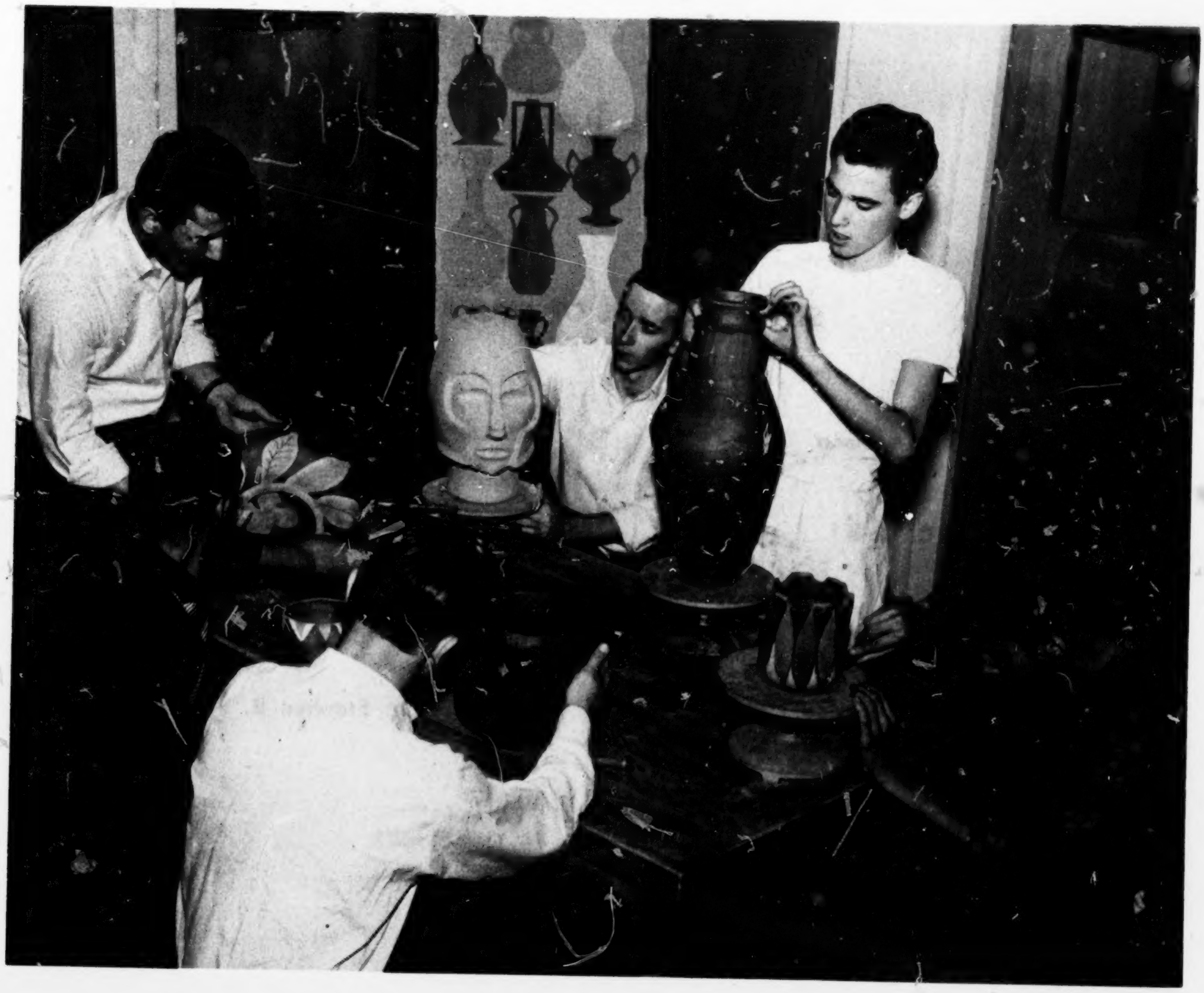
A REPORT ON

LOCAL PROGRAMS
FOR
ABLE PUPILS



Curriculum Development Series No. 7

PENNSYLVANIA CURRICULUM DEVELOPMENT PROGRAM

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
1962

COMMONWEALTH OF PENNSYLVANIA

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Governor

CHARLES H. BOEHM
Superintendent of Public Instruction

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

In the past few years, programs for the able have evolved from the projected stage through the planning stage to actual existence. Publications of the Department of Public Instruction have sequentially dealt with each phase of development. Three of these publications have been the Annotated Bibliography on the Education of Able Pupils, the Guide for a Comprehensive College Advanced Placement Program, and the Guide to Planning for Able Pupils. This present review is an interim status study and is to be followed by guidelines for the evaluation of programs for the able in Pennsylvania.

The need for the report of local programs in existence is evident and has been justified by precedents at all levels, local, state, and national. Recently, one study on an international level investigated science courses at secondary level in the best schools of Great Britain, Canada, New Zealand, and of the United States. One of the most important findings of the study pointed up the unfavorably large gap between the very best of these schools and our own. Programs for the gifted and able in the United States must indeed take a giant step in order to draw even. The need for this study of existing programs for the able is as urgent in Pennsylvania as is the need for the progress report of any solvent corporation.

Our world is filled with conflict and education of the able and gifted does not escape the contention. In the midst of any controversy, and especially in that between learning and ignorance, it behooves us to withdraw from the strident trump of pressure groups and the outcries of emotionally involved fanatics to quietly assess our effectiveness. Yet, no matter how great our progress, we dare not become complacent. Therefore, having determined our position in this status study, we are compelled to move forward.

Charles H. Boehm

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INTRODUCTION

The purpose of this publication is to provide articulation among the school districts of Pennsylvania in their efforts to improve the education of gifted and able pupils. The descriptions of programs in operation in local districts are organized alphabetically by counties, with the name of the districts chief administrator so that guidance counselors, teachers, and other administrators can easily locate the various types of programs in a radius within which observations, consultations, workshops, in-service activities, or other developmental activities can easily be arranged.

In assembling the material, the following procedure was used:

1. The Public Instruction Research 16 form, issued in May, 1961, included the following questions:

    B. Do you offer

    3. a college advanced placement program?
    4. honors courses?
    5. classes for the gifted?
    6. acceleration classes?
    7. enrichment classes?
    8. homogeneous grouping?
    9. out-of-school seminars?

2. Of the districts which responded "yes" to question B-5, 25 were asked to respond to a pilot questionnaire.

3. Those districts which had responded "yes" to question B-5 were then asked to respond to a questionnaire entitled "Programs for Able Pupils." One hundred and forty districts responded.

4. From the replies to the "Programs for Able Pupils," generalizations have been made regarding programs in Pennsylvania. These are followed by a short summarization of each program emphasizing what appear to be its unusual features.

5. A listing is given of the school districts offering advanced placement courses.

6. A listing is given of the school districts having honors courses.

It is realized that because PIR-16 requested information on "classes for gifted pupils" some programs for able pupils were not reported. *We therefore urge that districts having such programs, which are not reported here, fill in the last page of this publication, remove it from the booklet, and mail it to the Bureau of Curriculum Development, Department of Public Instruction, Harrisburg, Pennsylvania, so that it may be included in subsequent revisions of this publication.

By their participation in this survey, the districts which have provided descriptive material have indicated their willingness to provide further information and to welcome visitors to observe their programs.

Selection of Pupils:

Current Practice

As each program is described, the method of identifying or selecting students is detailed. However, the general practice is to include in the identification and selection process some or all of the following:

1. Group intelligence tests (lowest accepted score is usually 115, 120, or variable).
2. Individual intelligence tests administered by a psychologist.
3. Percentile scores on achievement tests.
4. Evaluation of grades in academic subjects.
5. Teacher recommendation.
6. Guidance department recommendation.
7. Administrative recommendation.
8. Parental permission for pupil to participate in program.

Suggested practice:

A very few programs also consider the pupils' emotional and physical status. These factors should be given increased consideration.

Selection of teachers:

Current Practice

Teachers are most typically selected by the administrator, or the administrator and the guidance department on the basis of their "teaching ability" and their interest in teaching the more able pupils.

*See definitions, "A Guide to Planning for Able Pupils" Curriculum Development Series No. 2, page iii

Other factors sometimes considered are the teachers' experience, enthusiasm, ability to adjust to able or gifted pupils, college record, and completion of courses in methods of teaching gifted pupils.

Suggested practices:

Criteria for the selection of teachers should be as carefully developed as are those for the selection of pupils. Consideration should be given to the teacher's own creativity and ability to stimulate creative work in others; to his intelligence and participation in intellectual activities. An advanced degree in subject matter or in education is recommended.

Careful observation should be made of the teacher's use of spoken and written English. A program for gifted or able pupils is badly hampered if the pupil's use of English is better than the teacher's or their vocabularies more extensive and varied. Such observation can not adequately be made as the teacher works in an average classroom where his speech is geared for easy comprehension by average and slower learning students. A better evaluation can be made by listening to his speech in an adult discussion group, and on the phrasing which he uses in written evaluations or expositions.

Type of Program

Current Practice

While many programs can be classified as to type, many others combine such features as enrichment, acceleration, homogeneous grouping, seminars, or advanced placement or honors courses in a variety of patterns. Different plans may be used in different schools within the same district or even within the same school.

Enrichment is the most common aspect of all programs regardless of their administrative organization. In many elementary programs enrichment is the only type used. In junior high school it may or may not be used in conjunction with homogeneous grouping or accelerated subject matter. In senior high school it is usually combined with accelerated, honors, or advanced placement courses. In actuality, the term "enrichment" is often used by school personnel to include such accelerated, honors, or advanced placement courses. Other forms often used are

1. seminars in which community resource people participate.
2. great books programs.
3. foreign language for selected elementary pupils.
4. club-type groups.
5. service groups.

Acceleration

Acceleration is of two types — pupil acceleration and subject acceleration. A few schools accelerate pupils through early admission to first grade; and a very few accelerate pupils at later levels by grade skipping.

Subject acceleration occurs in mathematics, science, and foreign language.

Homogeneous grouping

Ability grouping or homogeneous grouping may be found at all grade levels. However, it is most common at seventh and eighth grade levels. A typical practice, where pupils enter a junior high school from several elementary schools, is to group them on the basis of group intelligence scores, achievement test percentile ranks, and sixth-grade teacher judgments into three or more groups — fast, average, and slower learners. These students then pursue a track program geared to their learning potential. Where there are more than three groups the grouping practice often used is to group the best students into a fast track section, the average students into three or more heterogeneous sections, and the below-average students into a slow track section.

Suggested practice:

While local districts have the option of planning the program best suited to their facilities and school population, certain principles should be observed. For a detailed discussion the reader is referred to Curriculum Development Series No. 2 Guide to Planning for Able Pupils.

Parent Participation

Current practice:

Parents rarely participate in the planning of the program although they are usually informed by the school when a program for able pupils or an advanced placement course is initiated. Parents and community resource people do participate in seminar programs. Parent Teacher Associations provide extra services such as transportation to central points for classes, or for field trips.

Parents do not participate in the selection of pupils for the programs for able pupils, although most school systems request the parent's permission before pupils are assigned to the program, and will withdraw pupils from such a program upon the parent's request.

Suggested practice:

Parents are vitally concerned with good education for their children. While the amount and type of participation are best determined locally, there should always be the best possible communication with parents to insure their continuing support of the program.

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ADAMS COUNTY

Gettysburg Joint School District

H. Edgar Riegle

Grade level: 5-6

Number of Pupils in Program: 60

Pupil selection: Pupils who are above average in achievement ability are selected on the basis of IQ, test scores, achievement test results, teachers' grades, reading levels as determined by standardized tests. The selection is made by the Coordinator of Elementary Education and the teachers in the 4th and 5th grades.

Program: Pupils are grouped homogeneously and receive a program enriched in breadth and depth. One section in junior and senior high school has an accelerated science and mathematics program. Music and art electives are provided in senior high school. Members of the community provide field trips and discussion leaders.

ALLEGHENY COUNTY

Avonworth Union School District

Robert T. Jordan

Grade level: 4-12

Number of Pupils in Program:
150 elementary;
150 secondary

Pupil selection: On basis of IQ, reading level, and achievement. Tests used are: Otis Test of Mental Ability; California Achievement Tests; and Henmon Nelson Test of Mental Ability. The lowest accepted IQ is 125.

Program: Various programs are used, including segregated classes, acceleration, homogeneous grouping, grouping across grade lines, seminars, advanced placement courses, and accelerated reading instruction.

Bellvue Borough School District

E. B. Long

Grade level: 3-6

Number of Pupils in Program: 90

Pupil selection: Pupils of "high work ability" have an IQ above the normal range (110) to a high of 160 and achievement at a minimum of one grade level above their present grade. Tests used are: Detroit Beginning First Grade Intelligence Test, Kuhlman Anderson Intelligence Test, Otis Self Administering Tests of Mental Ability, and in some cases Wechsler-Bellvue Intelligence Scale.

Bellvue Borough School District (con't)

Program: The elementary program is based on a workshop class which is divided into two groups - pupils from grades 3 and 4, and those from grades 5 and 6. These pupils are dismissed from their regular classrooms and assemble in an especially equipped room for 25% of their school day. The workshop curriculum is based on foreign language (French), speed reading (machine teaching through use of the controlled reader) SRA reading laboratories, advanced science, and creative writing.

Secondary pupils participate in an honors English course in cooperation with Carnegie Institute of Technology. Students with special talent participate in an area of creative writing at each grade level.

Pupils with talent in music receive free instrumental lessons; talented art students are awarded scholarships to art classes held by Carnegie Institute.

Carnegie School District — Kenneth L. Logan

Grade level: 3-; 8-12

Number of Pupils in Program: 25

Pupil selection: Those who consistently measure in upper quartile in IQ, test percentiles, teachers' grades and recommendations, opinion of guidance counselor and administrator. Tests used are Otis Quick Scoring Mental Ability Test, Revised Stanford Binet Scale, Iowa Every Pupil Test of Basic Skills, Stanford Achievement Test, SCAT, National Merit Scholarship Qualifying Test, Iowa Test of Educational Development, and Cooperative General Achievement Test.

Program: Early admission to first grade, ability grouping from grade 3, accelerated math and science, grades 8 - 12. Advanced placement English is offered in grade 12.

Castle Shannon Borough School District — John L. Trevaskis

Grade level: 7 - 9

Number of Pupils in Program: varies

Pupil selection: Test grades and teachers' evaluations. Latin and algebra aptitude Tests, IQ tests as needed.

Program: Advanced language, science, and math.

Chartiers Valley Joint School — C. J. McMahon

Grade level: 8 - 9

Number of Pupils in Program: 1084

Pupil selection: Students with unusual scholastic aptitude as evidenced by high scores on the Otis Quick Scoring Mental Ability Tests. High reading level; achievement test results; teacher observation and evaluation (initiative, application, study habits).

Chartiers Valley Joint School (con't)

Program: Homogeneous grouping with advanced mathematics and foreign language in grades 8 and 9.

Edgewood Borough School District — Foster C. Crouse

Grade level: 11 - 12 — Number of Pupils in Program: 77

Pupil selection: Students are admitted to advanced courses on the basis of ability, interest, motivation, and achievement. Their past performance records and test data records are carefully examined by the guidance counselor and a teachers' committee. The candidates are screened with keen observation. The parents are informed of the student's eligibility to be admitted to the advanced courses. A meeting is held in April to discuss the content of the courses.

Program: Able students are offered advanced placement classes in English, United States History, European History, College Algebra, Analytical Geometry, Calculus and Advanced Composition in cooperation with Carnegie Institute of Technology. Average class size for exceptionally able pupils is fourteen. Teachers have approximately a fifteen-hour load.

Elizabeth Forward Joint School District — Harry R. Faulk

Grade level: 8 - 12 — Number of Pupils in Program: 297

Pupil selection: Selection for eighth grade accelerated science and mathematics is on the following criteria: (1) IQ of 124 or higher, (2) reading level two years above grade level, (3) grade of "A" in accelerated subjects, "B" in other subjects, (4) teacher recommendation - work habits, attitude, and interest, (5) parental and pupil permission, and (6) two years above grade norm in accelerated subject.

For advanced placement courses the criteria are: (1) IQ of 124 or higher, (2) teacher recommendation - work habits, attitude, and interest, (3) subject grades, (4) results of testing program. The guidance department is responsible for collection of data on students and final selection is made by the administrative staff and the guidance counselors.

Tests used include Iowas Basic Skills Test, SRA Test of Educational Ability, Otis IQ Test (Beta and Gamma Forms), the California Algebra Prognostic Test, Differential Aptitude Test, College Entrance Examination, Iowa Silent Reading Test, Preliminary Scholastic Aptitude Test, National Test of Educational Development, National Merit Scholarship Test.

Elizabeth Forward Joint School District (con't)

Program: Advanced mathematics and science; homogeneous grouping; advanced placement European History and English in cooperation with Carnegie Institute of Technology.

Teachers of advanced placement courses spent a month at Carnegie Tech preparing to teach these classes and during the first year of such teaching attended a workshop every two weeks to discuss problems. Class load of these teachers is reduced from five classes to four to allow for additional planning and preparation.

Fox Chapel Area School District

John G. Cober

Grade level: 9 - 12

Number of Pupils in Program: 1084

Pupil selection: IQ (Otis Gamma) of 125 or better, two grade levels above average on standardized tests, the recommendation of the subject teacher, and the recommendations of the counselor and principal.

Program: Accelerated math; second year courses in biology, chemistry, physics. Although groups are homogeneous, movement of students from one group to another is flexible.

Gateway Union School District

C. A. Newman

Grade level: 4 - 12

Number of Pupils in Program: 736

Pupil selection: Selection is based on performance, achievement, teacher recommendations, mental ability test scores, social, mental and physical factors, and achievement test scores. Teachers, principal, supervisor, guidance personnel, administration aid in the selection. California Test of Mental Maturity, Differential Aptitude, Iowa Test of Basic Skills, Iowa Test of Educational Development, Metropolitan Achievement Tests are used.

Program: A committee for the identification and education of the academically talented, composed of the members of the administrative and supervisory staffs and classroom teachers make recommendations to the staff.

The elementary program includes special enrichment classes for which pupils are taken to one of five centers for approximately three hours of special instruction per week.

Elements of the secondary program include acceleration in some courses, enrichment, homogeneous grouping, advanced courses in science, mathematics, American government, and English composition.

Parent evaluation sheets which include suggestions are completed by parents of elementary pupils at the end of the term.

Hampton Township School District

Cyril C. Sarver

Grade level: 7 - 9

Number of Pupils in Program: 150

Pupil selection: Based on teacher recommendations, achievement test results, IQ Test results, Prognosis Test results, previous grade achievements, reading speed and comprehension, California Mental Maturity, Otis Betal IQ, algebra and language prognosis tests. Selection is made by a committee composed of the principal, assistant principal, senior high guidance counselor, junior high guidance counselor, and department head of each subject area.

Program: Planning is done by Subject Study Groups composed of subject teachers and administrators and includes enrichment classes in math, science, and English, homogeneous grouping in grades 7, 8, and 9. Accelerated classes in math, science, and foreign language, advanced placement in chemistry and biology, and a seminar in chemistry. Grouping across grade lines is done in senior high school, in academic, business, practical arts, and general courses. Typing and notehand are offered to the more able students in senior high.

Mount Lebanon School District

R. D. Horsman

Grade level: 2 - 12

Number of Pupils in Program: 20% (approximately)

Pupil selection: The more able pupils are selected on the basis of results of group test and individual tests of mental ability, and evaluation by psychologist, principal, and teachers. The Otis Test of Mental Ability, the Revised Stanford Binet and the W.I.S.C. are used.

Program: An elementary school library program is particularly geared to the needs of the more able pupils. Conversational French is taught in grades 2 through 6 and is continued in the junior high school. The junior high school program includes advanced mathematics and science, and the senior high school program includes advanced mathematics, science, English, social studies, and a humanities seminar.

The junior high school program of art for the exceptionally talented has three aspects: selection, acceleration, and enrichment. Selection of pupils is based on information received on a questionnaire sent to parents, and on teacher recommendations. The areas of art experience provided are basic experiences in individual perception and expression; in processes, materials, and tools; the use of line, color, and form as emotional elements; and enriching the learning process by tactical, visual, and selective means.

North Allegheny Joint School District Thomas E. Carson

Grade level: 8 - 12 Number of Pupils in Program: 200

Pupil selection: Based on subject achievement, general achievement, IQ and test results in areas being considered. Otis Test of Mental Ability - 125 IQ; Iowa Test of Educational Development - 90%-ile; Orleans Prognostic Tests.

Program: Enrichment is offered in grades 8 - 12 in a summer school program for which no credit is given; homogeneous grouping in English, math, science, and languages. Honors courses are also provided in English, math, science, and language.

Penn Hills School District John H. Linton

Grade level: all grade levels Number of Pupils in Program: 20% of 10,942

Pupil selection: Standardized test instruments, evidence of pupil achievement based upon teacher ratings, and conferences with parents. Otis Quick Scoring Mental Ability, Iowa Every Pupil Test of Basic Skills, Differential Aptitude Test, and the Merit Scholarship and College Board examinations.

The pupils should have a scholastic aptitude as measured by a standardized achievement test of not less than 124 and a grade level achievement as measured by a standardized achievement test of not less than two full years above normal grade placement. However, teacher judgment plays a fairly large part, particularly in terms of motivation, study habits, interest, and health patterns.

Program: Advanced courses: chemistry, biology, advanced college algebra, creative writing, speech, international relationships, four years of French, Latin, Spanish, and three years of German.

Comprehensive college preparatory courses of not less than five solid subjects and other exploratory opportunities in the general education curriculum. Only pupils who have unusual academic talents are recommended for this course.

Seminars: Saturday morning groups in analytical geometry, inorganic chemistry, research into United States history, and great books. Homogeneous grouping beginning in ninth grade in accelerated mathematics.

Advanced placement program in United States history at the eleventh grade level, calculus at the twelfth grade level, foreign language in the seventh and eighth grades.

Much emphasis is based upon individual and outside-of-school educational endeavors. Gifted pupils in science are enrolled in the Westinghouse Science Honors Institute, a series of lecture demonstrations sponsored by Westinghouse Research Laboratories for Allegheny County pupils. Other pupils gifted in various areas of the curriculum are sponsored in essay contests, speaking activities, demonstration work, special community endeavors, and a local school science fair.

Pittsburgh City School District — Calvin Gross

Grade level: k -12

Number of Pupils in Program: Approximately 8,600

Pupil selection: Pupils are selected on the basis of achievement, teacher judgment, mental ability, and aptitude tests. Teachers, counselors, principals, and school psychologists participate in the selection. Tests used include Kuhlman Anderson, Otis Quick Scoring Test of Mental Ability, DAT, Metropolitan Achievement Tests, and Revised Stanford Binet Scale. IQ of 135 plus is considered to be gifted; 115 plus more able.

Program: Planning is done by committees and seminars made up of master teachers, supervisors, principals, the director of curriculum and research, with consultants from universities and colleges. While the program varies from one school to another, it also has flexibility, continuity, and cooperative planning between elementary and secondary schools. It includes semi-segregated classes, acceleration, enrichment, homogeneous grouping, grouping across grade lines, early admission to first grade and advanced placement courses. Enrichment includes French or German in elementary grades; acceleration is used in mathematics, science, and English, programmed materials are used in reading, English, and calculus.

The Coordinated Curriculum Development program provides curriculum planning from kindergarten through graduate school for the college-bound student. Some students secure early admission to the University of Pittsburgh in English, Biology, and French.

Special art classes, instrumental music lessons, attendance at concerts are provided for pupils with creative talents.

Clinic testing and parent conferences are used in the study of underachievers.

Rosslyn Farms School District — Robert F. Zawadski

Grade level: 1 - 8

Number of Pupils in Program: 2% of each room

Pupil selection: Those who have the ability to perform educational pursuits over and above those offered in the regular classroom. Pupils' IQ's, achievement scores, subject grades, and activities all are considered in selection. Tests used are: Pintner General Ability, SRA, PMA, Iowa Test of Basic Skills, and Revised Stanford Binet Scale.

Program: This is a small school with four teachers, consequently all participate. The program is essentially a matter of individual enrichment within the classroom, plus a chorus, drama club, science club, and French club.

Shaler Township School District — Harold E. Hench

Grade level: 8 - 12

Number of Pupils in Program: 237

Pupil selection: California Arithmetic Test -- 1957 -- CJHR - Form W: California Survey Test of Algebraic Aptitude, Otis Quick Scoring Mental Ability Test - New Edition - Beta FM

Program: Accelerated program in mathematics and science.

Snowden Township School District — James L. Zimmermak

Grade level: 8 - 12

Number of Pupils in Program: 20%

Pupil selection: Pupils whose achievement ability is more than 80%-ile - Otis Mental Ability Tests, Iowa Tests of Basic Skills.

Program: Pupils of upper 20% are provided with acceleration, enrichment, homogeneous grouping, honors courses, and advanced placement courses.

Upper St. Clair Township School District — Carl E. Streams

Grade level: 7 - 12

Number of Pupils in Program: 265

Pupil selection: IQ - 120, 90 - 99%-ile, Otis Quick Scoring Mental Ability Test, S.T.E.P. Cooperative General Achievement Test, D.A.T. and A.C.E. Aptitude Tests, C.E.E.B. Tests.

Upper St. Clair Township School District (con't)

Program: Accelerated and enriched mathematics and science, grade 11 honors course in English, grade 12 advanced placement English.

West Deer Township School District William E. Burns

Grade level: 7, 8, and 12 Number of Pupils in Program: 115

Pupil selection: Selection is made on the basis of test data, past academic grades, teacher recommendations, and physical, social, and emotional characteristics. Tests include California Test of Mental Maturity Revised; Otis Quick Scoring Test of Mental Ability, Beta Form; Iowa Tests of Basic Skills; Stanford Achievement Tests, Advanced Form.

Program: The program utilizes three administrative practices --- grouping, acceleration, and enrichment. In grades 7 and 8 pupils are grouped according to IQ and achievement scores in vocabulary, reading comprehension, mathematics, and other academic areas. The top 12 to 15 percent form the accelerated groups. Accelerated mathematics and science are provided.

BEAVER COUNTY

Aliquippa School District Samuel Milanovich

Grade level: 11 and 12 Number of Pupils in Program: 68

Pupil selection: Student with an excellent record in all subjects, recommended by the subject teachers, the guidance staff and the high school principal.

Program: Honors courses in language arts, biology, and chemistry.

Beaver Area School District Chandler B. McMillan

Grade level: 7 - 12 Number of Pupils in Program: not given

Pupil selection: Principals and guidance counselors make selections based on scores on Otis Quick Scoring Mental Ability Test, and SRA Tests and eighth grade Stanford Achievement Test, and on teachers' opinions.

Program: Grade 7 - 12 accelerated math and science. The Tilson Stretch Music Aptitude Test is used as a basis for selecting pupils who are then urged through parental contact to participate in the instrumental music program.

BERKS COUNTY

Boyertown Area School District

Leon H. Farrin

Grade level: 7, 8, and 9

Number of Pupils in Program:
60 in program of acceleration
140 in program of enrichment

Pupil selection: "Gifted pupils" are selected on the basis of patterns of mental maturity test results, patterns of achievement test results, past academic success as indicated by patterns of marks, and teacher recommendations. The selection is done cooperatively by the administration, teachers, and guidance counselor. California Tests of Mental Maturity and Achievement are used.

Program: Program of enrichment beginning in grade 7. In eighth grade thirty students are selected to begin an accelerated math program. There is continuous evaluation in terms of transferring a student in the interest of that student and communication with parents in the interest of their child.

Daniel Boone Joint School System

M. C. Billett

Grade level: 7 through 12

Number of Pupils in Program:
25 in eighth grade
20 in twelfth grade

Pupil selection: The "academically talented" are selected by the principal, the vice-principal, the elementary school principal, the guidance counselor, and a committee of teachers. They are selected on the basis of IQ Tests, achievement tests, school subject achievement, work habits, and a subjective evaluation of attitudes toward school in general.

The Thorndike-Lorge Reading Test, Iowa Achievement Test and the California Achievement Tests are used.

Program: The program includes graded units of study and involves semi-segregated classes. The objective is to study the subject areas faster and more deeply. Enrichment takes place by requiring more extensive use of the library. In advanced science the laboratory experiences are emphasized. The college preparatory program includes accelerated math and science.

Muhlenberg Township School District

John W. Khouri

Grade level: 1 - 3; 7 - 12

Number of Pupils in Program:
300

Pupil selection: Scholastic aptitude and achievement are considered. A wide variety of tests are used including the Pintner Cunningham, Kuhlman Anderson, SCAT, Stanford Binet Form L, CEEB, and occasionally Rohrschach tests.

Program: The ungraded Primary at Riverview Park is a pilot program. The first grade has been grouped homogeneously into three groups. The top group is composed of children whose ability ranges from average to superior. The program for this group emphasizes the following:

1. Rapid progress in the reading and numbers program, advancing beyond "grade standards."
2. Teaching based on the unit method in which all subjects are integrated; e.g., science, social studies, music, art, and language arts.
3. Field trips planned for investigative purposes of first-hand materials.
4. Language arts program including many creative projects, dramatics, poetry, stories.
5. Resource people, of which whom many are parents, brought in to talk to children.
6. Independent discussions and evaluation of the work carried on by the group.
7. Acceleration and enrichment throughout. Thus many may be doing second grade work or advanced placement, but they are able to remain with their own growth, emotional and social levels.
8. A school newspaper planned by the ungraded groups. In the remaining grades, 2-6, the gifted pupils are not segregated but they are given special projects in the form of class projects, laboratory work, reports, and reference work.

In the junior high school the program consists of:

English
The special reading program is presented to these classes. The journalism class prepares the "Cole Jr. News" monthly.

Latin
Active classes have prepared the newspaper "Nuntius Latinus" and have entered the nationwide Latin examinations.

Math - Advanced

Science
Advanced projects are assigned in preparation for the annual Junior High Science Fair. The best are taken to the Albright

College Science Fair. The students belong to the local junior science clubs conducted by the local chemists.

A new approach is the department set-up. Various members of the department teach only their majors such as biology, and general science.

The senior high school program includes:

English World Literature

This course in World Literature is designed to introduce the Academic students to advanced work in the field of literature. The pupils will study literature as the Greek masters first presented it and will note the changes which took place as other writers followed, ending with the comparison of early and modern drama. The program is tentative, and may be changed as the need arises. Television and the theatre is a major part of this course. The program includes plays, essays, short stories, poetry, and novels. Enrollment for the course is voluntary for academic students who have attained a B in English. This class is conducted one class period a week. Library research and outside reading are essential. Tests are administered after school hours so that no class time is lost.

Social Studies

The forum, a seminar, is a special group studying history and contemporary affairs. The class meets once a week. Its objective is to cater to the intellectuals and the needs of the academically talented and gifted students in this field. The group is limited to twenty-five pupils with Social Studies from all grades in senior high school.

Journalism

"The Muhlitan" is a compilation of outstanding literary compositions for the year.

Math

A course is presented in advanced Algebra and in College Math.

Science

In Physics and Chemistry special advanced projects are assigned in laboratory work. There are also reports, reference work and advanced texts. Every student must prepare an original project for the high school science fair held annually. The best are entered in the Berks County Science Fair held at Albright College.

Summer School

Elementary School

An enrichment program is chosen by 204 children which consists of:

Reading:

The reading class is designed to allow the children to progress at their own speed through the use of multi-level materials.

Art and Science:

These classes are attempting to give the students the opportunity to explore areas that are not a part of the normal school year course of study. No formal texts are used. The classes are guided to a large extent along the lines of student interest.

Secondary School

Music:

The classes in instrumental music are given to students for the opportunity of advancing their music skills over the summer and to give the exceptional child enrichment.

Typing:

The typing classes are geared to give the junior high students a chance to get an introduction to typing which is not offered to them during the regular school term. It is also open to senior high students who plan to advance in this field, beyond their regular course requirements.

Reading School District

Ralph C. Geigle

Grade level: 4-12

Pupil selection: Selection is based on high achievement level; high intelligence quotient, specific talent, willingness to apply abilities. Competition and intensity of work in advanced sections eliminate those whose self or parent evaluation exceeds reality.

Reading School District (con't)

Program: Elementary grades are grouped on the basis of reading aptitude. A selected group of sixth-graders in one building receives intensive instruction. Homogeneous grouping is used in several buildings. Every elementary grade visits the Reading School District owned and operated Museum and Art Gallery twice each year to relate materials and enrich classroom assignments. Museum teachers are on duty full-time for this purpose and arrange materials, exhibits, audio-visual aids for the specific subject areas desired. Individualized instrumental instruction on a district owned instrument is provided by full-time itinerant teachers for elementary pupils who have talent and interest. An all-elementary concert is given at the end of the school year.

German instruction is provided for all interested children in grades 4, 5, and 6. Full-time instructors fluent in the language teach the courses.

Junior high school subjects in all major fields are offered in varying degrees of intensity and enrichment and students are individually scheduled according to their ability.

The senior high school X-program of studies provides at least one full class for more able students in most subject fields. The X class receives the basic work for their regular grade level enriched by emphasis on individual work and on special interest areas.

Classes for some artistically talented pupils are conducted in the Reading Museum and Art Gallery. Twenty students in Grade 9 are sent into the Art Gallery from 3:00 P.M. to 5:00 P.M. every Tuesday for art instruction under the curator of fine arts.

Twin Valley Joint Schools System — Francis B. Wood

Grade level: 10 - 11 - 12 — Number of Pupils in Program: 15

Pupil selection: A gifted pupil is defined as one who has exceptional ability in the fields of mathematics, English and science. In addition to these exceptional abilities, he also has the necessary personal drive to accomplish his objectives.

Gifted pupils are selected by a committee composed of the County Psychologist, the Guidance Counselor, the classroom teachers involved in the program and the high school principal.

Each year the classroom teachers are asked to recommend candidates for the gifted program. This group of students is then screened by the guidance department and all the necessary data for each student is obtained, summarized and listed on a chart form. Students are assigned a letter designation as a protection against personality conflicts. The selection committee then meets and each member is given a copy of the criteria which has been assembled for each student, students being identified only by a letter. The committee then examines all the candidates and selects five of the eligible students. Two alternates are also named at this time. Following the selection by the committee, a notice is sent to the parents of the students selected and the parents are asked to return a card granting permission for their son or daughter to be assigned to the program. When a card is returned indicating approval, the student is assigned to the program.

The following items are used in the selection program:

1. Intelligence Quotients
2. Achievement Test scores
3. Special reasoning test scores
4. Teachers' grades
5. Energy levels
6. Subject area tests

Program: The gifted program is designed for a small school for students in grades 10, 11, and 12. It consists of a three period block of time daily under the direction of three teachers. Gifted students from each grade are scheduled together to form one gifted class with each student working at his own speed. Students are assigned to homerooms with other students and attend regular classes for subjects not in the "Core" program. Subjects offered in the program are mathematics, science, and English. Full credit is given for each subject taken based upon the Carnegie Unit. Large units of subject areas are planned. The size of the class has been limited to fifteen students. Unsuccessful students are returned to regular classes with no penalty, and students overlooked in the screening process can be added to the class if necessary. A student who is enrolled in the program must maintain an A average in the subjects included in the "Core" by the end of the year or he will be reassigned to a regular class immediately. If a student's grade falls to a C in one of the "Core" subjects, he will be transferred to the regular class immediately. If his class average by the end of the year is not an A but is a B, he will be transferred to the regular class the following September.

A unique feature of the program is the use of an energy level in the selection of the students. This energy level is achieved by having the teachers rate the energy of the students they have taught. Each teacher is given a group of cards with one student's name on each card. The teacher is then asked to place the cards in the order he feels would represent the energy level of the students in his classes. This rating is changed into a percentile.

Twin Valley Joint Schools System (con't)

Thus, if a student were rated number 4 by a teacher who had 20 of the students considered, his percentile rating in that teacher's class was 80. A student having six teachers would have six percentile ratings. These six percentiles would be averaged to obtain a final percentile. This percentile would be placed on the chart as one of the criteria in the selection process.

Wilson Joint School System — William C. Kutz

Grade level: 7 - 12

Number of Pupils in Program: 180 (approximately)

Pupil selection: Pupils with high potential coupled with high achievement and effective motivation. Minimum IQ is approximately 130. Criteria on the other tests vary but generally a score of the 97%-ile or better is required. Final selection is made by the school psychologist. Tests used are: Otis Test of Mental Ability-Beta and Gamma; California Achievement Tests - Grades 7, 8, and 9; Iowa Tests of Educational Development - Grades 10, 11, and 12; and individual intelligence tests.

Program: The program is planned by the administrative staff, the department heads, and the school psychologist. In seventh, eighth, and ninth grades the group meets in all major subject areas but are combined with other groups as frequently as possible for the so-called minor subjects. Movement in and out of the group is flexible. An accelerated math program is used. A similar plan is used in the high school. Pupils may take up to four periods of electives in art.

BLAIR COUNTY

Altoona City Schools — Thomas R. Heslep

Grade level: 1 - 12

Number of Pupils in Program: 1300 (approximately)

Pupil selection: IQ 120. Mental Ability tests used are Kuhlman Anderson, Otis Test of Mental Ability, Lorge Thorndike and Binet; achievement tests are Stanford and California.

Program: In the elementary schools a handbook developed in the Altoona Schools, "The Rapid Learner," is used as the basis for the program which is primarily one of enrichment experiences within the self-contained classroom.

The junior high school has a program of acceleration. In the senior high school, talented pupils are grouped into classes in English, history, science, and mathematics. At present these are enriched classes, but more acceleration is planned.

Central Cove Schools Warren R. Smith

Grade level: Not given

Number of Pupils in Program: Not given

Pupil selection: High school seniors with an IQ of 130 or above may carry a college course along with the senior high school subjects. A Joe Berg Foundation Mathematics and Science Seminar has been organized, students screened, and the course of study established.

Program: Blair County Program for the Gifted:

1. High school seniors with an IQ of 130 or above may carry a college course along with the senior high school subjects.
2. A Joe Berg Foundation Mathematics and Science Seminar has been organized, students screened, and the course of study established.
3. A summer program (1961) for 74 capable girls and boys between the age of 8 to 14 to attend ten lectures on science at the Buhl Planetarium was used.
4. An art program for 7th and 8th grade pupils who have a talent in art was organized.

Tyrone Area Public Schools Norman Miller

Grade level: 7 - 12

Number of Pupils in Program: 55 - 60 (approximately)

Pupil selection: Pupils are selected by conferences with groups of teachers and the Director of Secondary Curriculum. Teachers' comments, test scores and other pupil performance records are used to verify the selection of pupils. Otis Intelligence Test, Stanford Achievement Test, Metropolitan Achievement Test, Differential Aptitude Tests, are used.

Tyrone Area Public Schools (con't)

Program: Ability grouping for an accelerated program; seminar techniques on advanced levels; creative art class in senior high school.

BRADFORD COUNTY

Towanda Valley Joint School System — Paul P. Cooper

Grade level: 8 - 10 — Number of Pupils in Program: 89

Pupil selection: Pupils are selected by achievement tests, IQ tests, and classroom achievement. The selections are made by the Guidance Director with the consent of the teachers and administrators.

Program: Program is planned by the Guidance Counselor, administrators, heads of departments and the Curriculum Committee of the School Board. Science is accelerated, Latin is introduced in 8th grade and German or French in 10th grade.

BUCKS COUNTY

Bristol Township School System — Robert P. Martin

Grade level: 3 - 6 — Number of Pupils in Program: 1200

Pupil selection: Pupils who have been identified as having an IQ of 115 or over and who have achieved grades in the upper 10% of all areas. Selection is made through a teacher - principal team, plus grade level meetings. The California Mental Maturity Test, Iowa Basic Skills Test, Scott-Foresman Reading Test, Silver-Burdett Arithmetic Test, informal reading inventory, the Binet or the Wisc Test plus teacher testing are used.

Program: Pupils are grouped on ability with vertical accleration at sixth grade level. Spanish is begun in grade six. Community resource persons participate in the program. All other children are assigned according to ability and needs.

Northampton Township School District

Raymond O. Gilbert

Grade level: 1 - 6

Number of Pupils in Program: 180

Pupil selection: Student selections are made through testing and evaluation by teachers and administrators. California Mental Maturity Test, California Achievement Tests are used.

Program: Based on homogeneous grouping; teachers enrich program for grades 1 to 6.

BUTLER COUNTY

Butler Area Schools

Guy N. Harriger

Grade level: 5 - 6

Number of Pupils in Program:
26 fifth-graders
27 sixth-graders

Pupil selection: The best students are selected from 5th - 6th grade classes. They are the high IQ students with good past academic records; high achievement scores; good attitude toward excellence in the academic pursuits.

Much weight is placed on teachers' judgment. The principals, teachers of accelerated classes, the school psychologist and the director of elementary education are involved in the selecting process. The child's parents are contacted and the program is explained and responsibilities enumerated prior to admittance to class.

Program: Elementary level: self-contained "accelerated" classes which have basic curriculum with enrichment. Some typewriters are provided for student use. For musically talented children elementary band and orchestra are provided. French begins in grade 5. Teachers are selected on the basis of interview, past teaching record, interest, academic background courses in gifted areas.

The accelerated group remains together in junior high school for accelerated mathematics, science, continued French and Introductory Latin.

The senior high school continues the accelerated math culminating in the application and research in mathematics. The 12th grade English program is enriched.

South Butler County Joint School System L. B. Derickson

Grade level: 7 - 12

Number of Pupils in Program: 144

Pupil selection: The students are selected on a composite score that includes reading, language, arithmetic achievement, and Otis IQ scores.

The top 35 are selected for group 1, the next 35 for group 2, etc., with the lowest ability group usually smaller. This practice is used in grades 7 and 8. In grade 9, teacher recommendations and subject selection such as algebra, Latin or French, chorus, band, etc., influence the formation of homogeneous groups. In grade 12 students are selected for academic English on the basis of their interest, achievement in English and teacher recommendation, through use of a composite score.

Otis Quick Scoring Mental Ability Test, Beta Form A, Stanford Achievement Tests are used.

CAMBRIA COUNTY

Cambria County Advanced Work Seminar for Able Youth

The purposes of the seminar which is sponsored by the Secondary School Principals Association and the Pupil Personnel Association are:

1. To assay the abilities of all pupils in a systematic manner;
2. To improve the educational setting so that talents can thrive; and
3. To derive special programs and activities needed by special children and groups of children to develop their potentials.

The central theme of the Seminar is "Communication" and students are exposed to a wide and varied program including music, art, science, mathematics, psychology, economics, law, languages, political science, and philosophy. The pattern of seminar teaching varies: in some areas it is lecture and demonstration; in others, lecture and discussion.

The seminar meets on Wednesdays from 7 - 9:30 p.m. for ten consecutive weeks beginning in March at three centers: Westmont Hilltop High School, Portage High School, and Patton High School. The staff consists of a coordinator for the complete program; a seminar director for each Seminar Center; and a curriculum committee to schedule the offerings. The seminar faculty is composed of dedicated men and women recruited from industry and professions, with special interest and/or training.

Cambria County Advanced Work Seminar for Able Youth (con't)

The student body consists of tenth and eleventh grade pupils who have above-average intelligence, and A-B grade average, teacher recommendations, and interest in attending the seminar. It is limited to thirty-five to fifty students per center. Once students are enrolled, the program is compulsory, with only one absence allowed. A charge for the seminar of one dollar per student is made. A Certificate of Participation is awarded to each student at the completion of the Seminar Series.

Central Cambria High School — E. M. Johnston

Grade level: 11 and 12

Number of Pupils in Program: 10%

Pupil selection: The selections of the top 10% students are made by the Guidance Counselor and Principal. Otis Mental Ability Test, Iowa Test of Educational development are used.

Program: Pupils in the top ten percent of the 11th and 12th grades participate in a county-wide program of ten weeks enrichment seminars.

Greater Johnstown School District — Frank M. Miller

Grade level: 1 - 12

Number of Pupils in Program: 1,465

Pupil selection: "Gifted pupils" are selected after careful consideration has been given to such factors as: the results of achievement tests, intelligence quotients, reading ability and past performance. They are selected by the guidance counselors in cooperation with the teachers and principals.

California Achievement Tests, Otis, Stanford Binet, Kuder Preference are used.

Program: . Based on homogeneous grouping, the program provides opportunities for teachers to take the initiative in planning course enrichment suitable to each subject and group.

Westmont Hilltop School System — William F. Shaffer

Grade level: 5 - 6

Number of Pupils in Program: 64

Westmont Hilltop School System (con't)

Pupil selection: All children in grade 4 are given a group intelligence test. Selection then begins with those who score 130 IQ or higher. These tests are given by the psychologists from the Office of Special Education. After the initial intelligence test, achievement data is gathered and teacher ratings are collected. The students are then selected after a series of meetings between the supervising principal, elementary principal, and supervisor of Special Education. An effort is made to have equal numbers of boys and girls in the class. The California Test of Mental Maturity and a California Achievement Test are used.

Program: Classes are homogeneous groups in enrichment and acceleration in arithmetic. Grouping within the classroom occurs for reading, research, and project work. Both classes receive instruction in German. The pupils continue as a group into honor classes in junior and senior high school. There are special programs in music and art, in addition to creative writing and group choral reading. Students who are mentally talented with low achievement are placed in the program on a year's trial basis. Parents and teachers meet frequently to evaluate the program.

CENTRE COUNTY

Bald Eagle Area Joint School System

N. S. Harris

Grade level: 7 - 12

Number of Pupils in Program: 170

Pupil selection: Students are selected by the guidance counselor with the help of our elementary achievement records, mental ability test results, and teacher recommendations.

Program: Able pupils are assigned to the A Section in each grade of the junior high school and are accelerated in science and mathematics. Senior high school students are scheduled individually and assigned to English, science and mathematics classes according to ability and previous achievement.

Classes in crafts are offered in the senior high school curriculum three times a week.

College Area Schools

Roy S. Jamison

Grade level: 7 - 12

Number of Pupils in Program: 2,010

College Area Schools (con't)

Pupil selection: California Achievement Test, Otis Mental Ability Test, Cooperative English, Social Studies, Science, Stanford Achievement, and World Book Achievement are among the tests used in the selection process.

Program: Acceleration occurs in the elementary school through early entrance to first grade and some grade skipping.

The program is constantly evaluated by the administration, faculty, and townspeople. A community committee on the gifted has been established for the purpose of working with schools in the area from kindergarten through grade 12.

Grouping in each subject according to ability in that subject begins in second grade with re-grouping each year. Language begins in Grade 7.

CHESTER COUNTY

French Creek Valley Jointure — **James L. Dell**

Grade level: 4, 5, and 6

Number of Pupils in Program: 62

Pupil selection: IQ 118 plus, reading ability at least two grades above grade level, and a general creative ability.

Program: "Extra Study" groups at grades 4, 5, and 6, meet for one hour per week. Pupils select research unit topics, have modern mathematics, mechanical drawing, or work in any other subject matter in which an interest is shown.

Phoenixville School System — **Edgar H. Haldemen**

Grade level: 1 - 6

Number of Pupils in Program: 275

Pupil selection: Selections are made by the classroom teacher as a result of the reading achievement score, the score on the Scott-Foresman Basic Reading Test and judgment.

Kuhlman-Anderson Mental Ability; Scott-Foresman Reading, Metropolitan Achievement tests are used.

Program: Enriched reading program in grades one through six.

West Chester Joint School System H. H. Wingerd

Grade level: 7 - 12

Number of Pupils in Program: 180

Pupil selection: Pupils are selected by teachers' recommendations, intelligence and achievement tests, overall achievement or report cards, social and emotional maturity. The guidance personnel and the principals make the final selection.

Program: Following a carefully planned six year faculty study, the program was developed. Pupils in junior and senior high school are grouped and given a program of enrichment. The junior high school program is planned through team teaching. The senior high program includes Saturday morning classes in science and mathematics.

CLEARFIELD COUNTY

Clearfield Area Schools Elwood Rohrbaugh

Grade level: 7 - 12

Number of Pupils in Program: 330

Pupil selection: Selection is made on the basis of mental ability, past scholastic achievements, and teacher judgment. California Test of Mental Maturity and Iowa Basic Skills Tests are also used.

Program: Pupils above 110 IQ are placed in segregated groups in junior high school and semi-segregated groups in senior high school for which subject content is accelerated.

COLUMBIA COUNTY

Berwick Area School System Elmer J. McKechnie

Grade level: 12

Number of Pupils in Program: 60

Pupil selection: High IQ and above average scholastic rank: selected by guidance department and English, science, or business education instructor.

Program: The senior English Composition course is designed to provide meaningful writing practice for college bound students. This optional course is offered only to superior students. Assignments include one or two personal experience papers, several so-called creative themes, but principally description, exposition, argument, writing based on senior literature, and one research paper. The research paper is written in correlation with advanced Biology. Students report during a study period on an average of twice a week, once for the assignment and again for conference on their papers. When a conference is impossible a critic sheet is included with the checked theme. Themes are checked with a definite goal in mind, and every attempt is made to make the student too aware of these goals. This course does not aim to produce literary masterpieces or literary artists. It does not guarantee high grades in college writing. It does guarantee, however, that with conscious, creditable effort on the part of the student, his writing can become more relaxed, his style less stilted.

The course subscribes to the standards set forth by the NCTE Committee on High School-College Articulation.Classes average six students. The course gives 2/5 of a credit. A qualified instructor is employed specifically to teach this course.

Classes in notehand and typing are taught to fifty college bound students who rank in the upper 1/5 of their class.

A special science course, Biology II, is offered to seniors who are planning to attend college majoring in medicine, science, nursing or who expect to teach biology.

CRAWFORD COUNTY

Meadville Area School District

William C. Frye, Jr.

Grade level: 7 - 12

Number of Pupils in Program: 405

Pupil selection: Selections are based upon ability tests, standardized achievement tests, school marks, teacher recommendations, and aptitude tests. Guidance counselors, teachers who have had the students, and the Curriculum Director make the selection.

Program: Junior and senior high school track program culminating in advanced placement in cooperation with Carnegie Tech under Millon-Ford Foundation. Talented students may replace a major subject with art or music.

Townville Consolidated Joint School

Wendell E. McColgin

Grade level: 10 - 12

Number of Pupils in Program: 90

Townville Consolidated Joint School (con't)

Pupil selection: Pupils are selected on grades in academic subjects for 3 years, scores on Iowa Basic Skills, IQ, and teacher evaluation.
Iowa Basic Skills Achievement Tests, California Test of Mental Maturity, Orleans Algebra Prognostic Test, and Differential Aptitude Test Battery are used. Minimum accepted IQ is 115.

Program: Classes of college bound students are segregated in English, mathematics, and science. At least one extra class session is devoted to laboratory or special assignment in science. An eight period day is used to allow gifted children to elect art, music, industrial arts, and homemaking five days a week.

CUMBERLAND COUNTY

Carlisle Area Joint Schools

David L. Swartz

Grade level: 5 - 9

Number of Pupils in Program: 163

Pupil selection: Identification of the Academically Talented is begun in the second grade and is based on teacher observation and test results. A folder for each child to be considered is started and pertinent information is kept on file including:

I. Teacher recommendation
    A. Check list based on observation
        1. Mental characteristics
        2. Emotional characteristics
        3. Physical characteristics
    B. Grades in various subjects

II. Psychometric results
    A. Intelligence
    B. Achievement

III. Approval or selection is made at the end of the 4th grade by the School Psychologist, the Elementary Supervisor, and the Administrative Assistant.

IV. Written consent of the parent is required for admission to the 5th grade talented section.

Pintner Cunningham, California Test of Mental Maturity, Metropolitan Achievement Test and/or Stanford Achievement Tests are used throughout the pupils' schooling.

Program: Pupils from the 9 elementary schools who have been selected for this program are housed in two of the most modern schools. Emphasis is placed on enrichment, but some subject acceleration takes place in mathematics. Conversational French is taught in grades 5, 6, and 7 and French I is begun in grade 8 making possible eight years study of French. Honors and advanced placement courses are offered in the senior high school.

The progress of the groups is surveyed annually and replacements are made if pupils do not respond as expected. Frequent conferences with the parents result in understanding and cooperation between home and school.

The controlled reader is used in grade 5 to increase the speed and understanding of reading.

Dickinson College cooperates by making the planetarium, its libraries, and staff available upon request. The Science Advisory Committee (a group made up of engineers, chemists, and others from colleges) sponsors science seminars, the annual Science Fair and Science Achievement Awards starting in Grade 5.

Mechanicsburg Area Joint Schools

Carl R. Koch

Grade level: 7 - 12

Number of Pupils in Program: 50

Pupil selection: Two sections of each level (7-12) are considered academically able. Basis of selection is:

1. School and College Ability Test (SCAT) score above 80% on local norms.
2. Sequential Tests of Educational Progress (STEP) Reading, above 80%-ile on local norms.
3. In general, above 70 percentile local norms on all other tests.
4. Achievement scores on Metropolitan Achievement above 70.
5. Otis Mental Ability Score - Form Beta - 110 or better
6. Teacher opinion as to capacity, attitude, work habits, and achievement of pupil involved.
7. Individual psychological exam for additional objective information on questionable cases.
8. Note to parents explaining placement and future program for their child.

9. Parent conference upon request.
10. Final placement (student may be removed from program upon failure to adjust.)

Program: The program is planned by a curriculum committee composed of school administrators, guidance personnel, and teachers. Segregated classes, partial segregation, homogeneous groups, and enrichment are used. The program is flexible; a student may be disqualified in one phase of the program and still continue in his proficient area.

New Cumberland Joint School System — **David A. Robertson**

Grade level: 7 - 9

Number of Pupils in Program: 280

Pupil selection: Students are selected by the Guidance Department with the help of teachers. Criteria are: achievement, IQ, attitudes, recommendations of teachers, and parents permission.

Pitner Intermediate Test for General Ability and Stanford Achievement Tests are used.

Program: Two fast moving sections in each of grades 7, 8, 9 have advanced science and mathematics programs.

DAUPHIN COUNTY

Central Dauphin Joint School System — **G. D. Davis**

Grade level: Not given

Number of Pupils in Program: Not given

Pupil selection: Gifted pupils are identified on the basis of scholastic aptitude and academic achievement.

Elementary school pupils are screened periodically and accelerations in the program provided for when deemed desirable. Primary screening is made by the elementary principal and the teachers involved. When acceleration is recommended, the approval of the parent is required before any change in schedule is made. Intellectual and emotional factors are considered.

California Mental Maturity Test, SRA Primary Mental Abilities, Otis Quick Scoring Test, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test (College Boards), Iowa Tests of Educational Development, National Merit Scholarship Examinations (and teacher grades) are used.

Central Dauphin Joint School System (con't)

Program: The program for the first five years is basically acceleration. The classes in grades seven, eight, and nine are homogeneously grouped and segregated in academic work. At tenth grade pupils select their high school course of study. If this selection is other than college preparatory they are integrated into the curriculum of their choice and lose their identity as "gifted students."

Pupils with creative talents may have:
Music I, II, and III - 5 periods per week - A three-year sequence in the theory, history and appreciation of music is provided.

Art I, II, and III - 5 periods per week - three year sequence providing work in all art media.

Industrial Arts I, II, and III - 5 periods each week.
A general shop course for those who have creative talents which can be developed in this area. This is not a vocational shop program.

Mechanical Drawing I, II, III - A three-year sequence for the college preparatory student who enjoys this kind of art.

The Communicative Arts - One-year courses in creative writing and journalism, public speaking, dramatic arts.

Derry Township School System

L. Eugene Jacques

Grade level: 1 - 12

Number of Pupils in Program: 25 per grade

Pupil selection: Selection is based on high ability potential, high achievement, good social and emotional physical balance. All of the teachers in the student's previous grade, psychologist, principals, and the nurse assist in making the selection.

California and Metropolitan Achievement tests, Otis Mental Ability Test, individual Binet Tests are used.

Program: Acceleration in mathematics and science beginning with grade 4. Seminars are used in grades 11 and 12 in science, mathematics, English, and social studies.

DELAWARE COUNTY

Chichester Joint Schools

James F. Shankweiler

Grade level: 5 and 6

Number of Pupils in Program: 20

Pupil selection: Initially, 4th and 5th grade teachers were requested to list the upper 3% of their respective classes. Teachers were advised to use personal judgment, past achievement scores and IQ in the selection of these children. The lowest IQ is about 115.

Children were tested with the following media:
(1) Iowa Language Abilities - Elementary Form A
(2) SRA Primary Mental Abilities Test

Program: Creative writing at sixth grade level; program planned by Chichester Joint School System's Committee for the Academically Talented functioning in conjunction with School Study Council Group E under the direction auspices of the University of Pennsylvania.

Folcroft Borough School District

Samuel D. Craven

Grade level: 6

Number of Pupils in Program: 15 - 16

Pupil selection: Students are selected on the basis of teacher recommendations, attitude in new class, achievement records.

California Achievement and Iowa Basic Skills Tests are used.

Program: Enrichment in literature for 15 - 16 selected sixth grade pupils is provided by an English teacher with special preparation in literature. Intergrade grouping in reading is used in grades 2-6.

Haverford Township School District

Paul R. Slater

Grade level: 7 - 11

Number of Pupils in Program: 50 to 60 per grade

Pupil selection: Pupils are selected on the basis of unique ability in academic studies, art and/or music. Selection is made by the counselors, teachers, and testing programs.

Program: Acceleration in math and enrichment in English, history, and science. Eighth grade seminars of eight to ten students meet twice a week. Independent study is encouraged. Special classes in art and music are offered during the school year and in summer sessions.

Nether Providence Township School District

Howard A. Wentz

Grade level: 7 through 10

Number of Pupils in Program: 100

Pupil selection: The pupils to be placed in a section together are selected by a team of teachers who have worked with them in the part, by the principals and the guidance counselors.

California Mental Maturity, California Achievement (grades 8 and 9) Stanford Achievement (grade 7) classroom achievements, recommendations of the teacher, and individual testing when necessary, are among the bases for selection.

Program: There is an enrichment program running throughout the school but enrichment is particularly emphasized in the elementary school. Homogeneous grouping by subject is used in grades 7 and 8. One section in each of grades 7 through 10 has an accelerated mathematics section.

Future plans include an honors course for advanced placement in the twelfth grade.

Radnor Township School District

T. Edward Rutter

Grade level: 1 - 12

Number of Pupils in Program: 25 per grade

Pupil selection: The pupil must have an above-average IQ, good work habits, and above-average achievement in at least two basic subject areas. As part of the program pupils with above-average IQ's who are under-achieving are grouped with under-achievers of all levels of ability, in small classes where individual diagnosis and help can be given.

Pupils are selected on the basis of tests, teacher observation, classroom performance, study by counselor and psychologist, supervisory personnel, teachers, guidance personnel.

Tests used include: California Mental Maturity Test, Wechsler, Binet, California Achievement Tests.

Program: Elementary participants must have an above average IQ, good work habits, and above-average achievement in at least two basic subject areas. As part of the program pupils with an above-average IQ who are under-achieving are grouped with under-achievers of all levels of ability in small classes where individual diagnosis and help can given. Junior high school classes are grouped homogeneously for enrichment. Senior high school has an advanced class in biology and European history.

Rose Tree Union School System

Stanley C. Campbell

Grade level: 7 - 12

Number of Pupils in Program: Not given

Pupil selection: Gifted pupils are first selected on the basis of 6th grade teachers' recommendations, grade achievement two levels above expectancy on a standardized reading test, and must be in the 90th percentile or better in all areas of their achievement tests.

Tests used: California Test of Mental Maturity, the Metropolitan Achievement Battery Test, and the Nelson Silent Reading Test.

Program: Pupils are grouped homogeneously in grades 7 through 12. In English and social studies the program is primarily enrichment. In mathematics, science, and foreign languages, the program is primarily acceleration. Seminars on a voluntary basis in English, mathematics, and science are offered after school hours. The program is under the direction of the director of secondary education, teachers of gifted pupils, or members of a committee which meet regularly to plan, to examine, and evaluate the program. A district-wide K-12 committee is planning an expanding program.

Springfield Township School System

J. Leonard Halderman

Grade level: 6 12

Number of Pupils in Program: 500

Pupil selection: Pupils are selected by IQ, reading, school marks, and by the Dean of the school.

Tests used include Otis Quick-Scoring Mental Ability Test, Cooperative Achievement Tests, National Education Development Tests, and Cooperative Reading Test.

Program: Homogeneous groups in grades 6 through 12 for a program of enrichment and acceleration of subject matter. Some seminars are provided. Particularly talented pupils have major courses in music and art. Science and mathematics courses have been developed by a coordinating committee of qualified laymen from the community and selected faculty members.

Upper Darby School District

John H. Tyson

Grade level: 7 - 12

Number of Pupils in Program: 500

Pupil selection: "Talented students" are those who have consistently superior achievement in some worthwhile line of endeavor. Their abilities will not always be reflected by test scores. Selection of these pupils are based on classroom competence, emotional and

Upper Darby School District (con't)

social adjustment, IQ of 125 or above, achievement test scores, reading scores, ability to reason. They are selected by classroom teachers, psychologist, principal, and guidance department of junior high.

Program: The elementary program is one of enrichment. Subject acceleration is begun in the junior high school and carried into the senior high school where superior students carry two majors: music may be chosen as a major subject. Homogeneous grouping is used in the junior high school.

Yeadon School District — Willard R. Hancock

Grade level: 2 - 5

Number of Pupils in Program: 112

Pupil selection: Student selection is based upon the following: mental ability test results, readiness test results, and teachers' recommendations and observations.

The teachers and the elementary supervisor spend considerable time checking each child's folder concerning his past performance and screening him according to the identification processes.

California Test of Mental Maturity is used.

Program: French for selected children in grades 2, 3, 4, 5, is taught by a special teacher. While parents do not plan the program, they have an essential role in its success. Classes were conducted for the parents who wished to attend so that they might help their children at home, and the program was also explained at P.T.A. meetings and in the Parents' Newsletter published by the Yeadon School District.

ELK COUNTY

St. Mary's Area School System — Henry M. Ryan

Grade level: 9 - 12

Number of Pupils in Program: 20 - 25

Pupil selection: Gifted pupils are selected at the ninth grade level by the guidance counselor. After the ninth grade, election is recommended by the various subject matter teachers.

Program: In addition to enriched curriculum in mathematics, science, and composition for grades 9 - 12, the program includes a three week summer lecture series for college bound graduates of both the public and parochical schools. These lectures are largely by industrial engineers with college teaching background, English teachers, lawyers, and economists.

ERIE COUNTY

Joseph H. Zipper

Erie City Schools

Grade level: 1 - 6

Number of Pupils in Program: Not given

Pupil selection: On basis of primary mental ability tests, achievement tests, teachers' ratings, principal's evaluation, and individual psychological evaluation.

Tests used include SRA Primary Mental Ability, Stanford Achievement, Stanford-Binet, and W.I.S.C.

Program: Enrichment including music at fourth grade and art workshops in schools.

Honors and advanced placement courses are provided at secondary level.

During the school year 1960-61 a class for pre-school gifted children was conducted at the Exceptional Children's Educational Center. Twelve children were enrolled, and a follow-up is now being done. During 1961-62 six students were enrolled in this program.

Fred S. Clark

Harbor Creek High School System

Grade level: 7

Number of Pupils in Program: 35

Pupil selection: The gifted or advanced group is determined by selection based on academic achievement during grades one through six, by the reading level established in the spring prior to junior high entry, intelligence level, and the physical and social maturity of the child. The committee determining the class status of pupils entering grade seven is composed of elementary principals, elementary teachers, high school guidance counselors and administrators.

Tests used are: Otis Quick Scoring Mental Ability Test, California Reading Test, and both California and Metropolitan Arithmetic Test.

Harbor Creek High School System (con't)

Program: An advanced class of thirty-five students is formed at seventh grade level. They are segregated only in major academic areas.

Special attention is given to potentially able pupils scoring below presumed ability levels. Study is made of the pupils' homes, outside schedule of activities, and health. The follow-up includes individual testing by the county psychologist, parent conferences, and close observation by the teaching staff.

Parents engage in a cooperating role in that they attend evening meetings on discussions of problems, and of such topics as "Scheduling and Selection of Curriculum," "Your Child's Future," "College and Post High School Plans," and "Community Recreational Facilities."

Lawrence Park School System H. K. Rhodes

Grade level: 2 - 6 Number of Pupils in Program: 65

Pupil selection: Selection is based upon an IQ of above 120. Pupils are selected by faculty, administration, and classroom teachers.

Program: Semi-segregated classes across grade lines in grades 2, 3, 5, and 6 allow for horizontal growth. Pupils above 120 IQ or in the upper one-fourth of the school population are included. A parent group for each class helps to plan, contributes to growth, and acts as assistants.

Millcreek Township School System J. S. Wilson

Grade level: 2nd Number of Pupils in Program: 24

Pupil selection: Pupils who are highest in achievement - top 5 or 10%, are selected by teachers, supervisor, principal, and psychologist cooperate. No standard tests are used.

Program: About twenty-four of the more able second grade pupils are assigned to one class group for which teachers are encouraged to develop an enriched program. No standardized tests are used for identification.

FAYETTE COUNTY

South Union Township School District — Russell W. Hasson

Grade level: 12

Number of Pupils in Program: 14

Pupil selection: Pupils with a high mental ability and with an intense desire for achievement are selected on prior records for achievement in mathematics and high school record by principal and instructor of mathematics.

Tests used include: Henmon-Nelson Mental Abilities, Otis Quick Scoring Mental Ability, Science Research Association TEA, and Pintner Mental Ability.

Program: An advanced mathematics program for grade 12 is designed to bridge the gap between algebra and calculus with a course which includes the standard elements of trigonometry, analytic geometry, college algebra, and modern mathematical concepts.

Uniontown City School District — Don S. Glass

Grade level: 3 - 6

Number of Pupils in Program: Not given

Pupil selection: Student selection is based on scores attained in reading and arithmetic on standardized tests, IQ, teacher recommendation, and parental approval. Basis for teacher selection is superior performance in regular classroom, evidence of creative thinking, and interest in the enrichment program. Selection is made by the Superintendent, elementary administrators, and teachers.

Program: Program of acceleration and enrichment includes:

Early admission to kindergarten
Early admission to first grade

Very occasional "skipping" of a grade upon recommendation of psychologist.

One segregated class at sixth grade level.

Special classes for enrichment in science, art, history, Russian, and instrumental music.

Teachers are selected on the basis of superior performance in regular classroom, evidence of creative thinking, interest in the enrichment program.

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Uniontown Joint High School

Grade level: 8 - 12 Number of Pupils in Program: 90

Pupil selection: Students are selected on the basis of Otis Quick Scoring Mental Ability Test, IQ, Metropolitan Achievement Scores, scholastic achievement, teacher judgment, parental permission. Selections are made by the guidance counselor, principal, teacher, and director of secondary education.

Program: Program of acceleration in math and science with enrichment in all areas. Selected students are block scheduled in junior and senior high school. These accelerated junior high school groups are required to study Russian language.

FRANKLIN COUNTY

Greencastle - Antrim School System W. P. Conrad

Grade level: 9 - 12 Number of Pupils in Program: 35

Pupil selection: Pupils who, by interest, aptitude, and ability demonstrate an interest in an enrichment course are selected on the basis of consultation, review of records, and pupil desire. Guidance counselor and principal after conference with teachers make the selections. Otis Mental Ability Test is used.

Program: Small group instruction in music for talented grades 9 - 12; 12th grade advanced English class for those with talent in creative writing.

HUNTINGDON COUNTY

Captain Jack Joint Schools John D. Jack

Grade level: 12 Number of Pupils in Program: 25

Pupil selection: Students evincing sincere interest and demonstrated ability in the sciences are selected by the teacher, guidance counselor and principal

Otis Quick-Scoring Mental Ability Test, Henmon-Nelson, Kuder Interest Tests are used for basis of selection.

Captain Jack Joint Schools (con't)

Program: Advanced science course of 25 twelfth grade pupils. Major emphasis is in organic chemistry, physiology, genetics, and organic lab methods.

INDIANA COUNTY

Indiana Borough School System — Paul R. Getts

Grade level: 6 — Number of Pupils in Program: 16

Pupil selection: Pupils who have a mental age of 13 years and six months. California Short Form of Mental Maturity Test is used.

Program: Creative discussion-luncheon group of 16 sixth grade pupils and school principal. Once-a-week meeting at which world news is studied, reported, and discussed. Letters are written to world figures asking their views on topics of current importance.

Indiana Joint High School System — Paul R. Getts

Grade level: 7 - 12 — Number of Pupils in Program: Not given

Pupil selection: Pupils with high reading efficiency and highly developed math skills and ability to do advanced work are selected by teacher recommendations, test results, achievement. Guidance Department coordinates program. California and Otis Mental Ability, Iowa Reading, Achievement Battery, STEP, NEDT Tests are used.

Program: Incoming seventh graders are sectioned for advanced work in math (Maryland program.) Senior high school classes are grouped homogeneously by curriculum choice. Future advanced placement classes in English and math are planned.

Laura Lamar Joint Jr.-Sr. High School System — Jesse W. Cogley

Grade level: 8 — Number of Pupils in Program: 36

Pupil selection: Students who learn rapidly and easily, use a lot of common sense and practical knowledge, use a large number of words easily and accurately, perform difficult mental tasks, are original and have social confidence, social cooperation, social leadership, social acceptability, spatial aptitude, and drawing aptitude. Such identifications are judged first by the classroom teachers, then by referrals through the School Counselor to the County Supervisor of Special Education. Consultations follow and specialized psychological testing may be given by the Supervisor and recommendations made for placement.

The California Test of Mental Maturity in Language and Non-Language are bases. The psychological testing on Binet and Wechsler-Bellevue are conclusive.

Program: Classes in grades seven through twelve are programmed according to ability, interests, and accomplishment. Some students participate in countywide Joe Berg Foundation Program.

Penns Manor Joint School System

Lisle W. Learn

Grade level: 8 and above

Number of Pupils in Program: 32

Pupil selection: Students who have indicated intellect above the 90%-ile. Test scores and previous scholastic records are considered. Selections are made by the guidance counselor and high school principal.

California Mental Maturity, Iowa Silent Reading Test, Metropolitan and Stanford Achievement Tests are used.

Program: The program at grade 8 and above uses homogeneous grouping with enrichment and limited acceleration. A Joe Berg Foundation enrichment program is used. Indiana State College permits advanced students to enter the Freshman Mathematics analysis courses while attending high school.

Potentially able children who are under-achievers are the subject of guidance studies and the results are presented to the teaching staff concerned with these particular students.

United Joint School District

Woodrow H. Phillippi

Grade level: 8 - 12

Number of Pupils in Program: 15% of each class

Pupil selection: Upper 15% on basis of IQ (California Short Form Test of Mental Maturity, Stanford Achievement Tests, California Achievement Tests, Diagnostic Reading Test; past performance; and teacher estimates are used).

United Joint School District (con't)

Program: Acceleration in mathematics and science; homogeneous grouping in grade 7.

LANCASTER COUNTY

Eastern Lancaster County Joint School System Robert P. Simon

Grade level: 7 - 12 Number of Pupils in Program: 167

Pupil selection: Gifted pupils are selected on the basis of a testing program and class marks by the subject teachers and guidance counselors. California Test of Mental Maturity is used.

Program: Junior and senior high school program of advanced math. "Math Analysis" course at grade 12.

Lancaster City School District O. H. Aurand

Grade level: 3 - 6 Number of Pupils in Program: 300 (approximately)

Pupil selection: Students with a high IQ and achievement, are selected by the teachers. Metropolitan, Stanford, and Iowa Achievement Tests are used.

Program: Summer school program for able elementary pupils is geared to individual needs and talents, providing such areas as instrumental music and creative writing.

Lancaster Township School System Fred S. Engle

Grade level: 5 - 6, 7 - 9 Number of Pupils in Program: 250 (approximately)

Pupil selection: The top percentage of "abler" students are selected by teacher, administrator and school psychologist through observation, school history and testing. The Lorge-Thorndike Intelligence Tests and the Iowa Tests of Basic Skills are used.

Lancaster Township School System (con't)

Program: Able elementary students may join older students in high grades for instruction on that level in reading or arithmetic. Two groups of fifth and sixth graders participate in an after school seminar which meets once a month for an hour. Homogeneous grouping in grades 7, 8, and 9, allows different "tracks" for each student in terms of specific subject areas.

Manheim Township School District — W. E. Nitrauer

Grade level: 7 - 12

Number of Pupils in Program: 298

Pupil selection: The pupils who, by virtue of standardized test scores, past performance, and current interest, seem likely to benefit from an accelerated and enriched program in math. They are selected on the basis of group and/or individual intelligence test scores, report card grades, standardized achievement test scores in mathematics and reading, teacher recommendation, vocational interest, and parent conference.

California Test of Mental Maturity and/or Kuhlmann-Anderson Intelligence Tests are used.

Program: Accelerated mathematics.

Penn Manor Schools — A. Norman Ranck

Grade level: 7 - 8

Number of Pupils in Program: 317

Pupil selection: Pupils whose achievement records are 2½ or more years above grade level and who rank in the top 15% according to mental ability tests. The selection is made through screening by the counselors on basis of school grades, conferences with teachers, achievement tests, and opinions of the administration and guidance counselors. California Test of Mental Maturity, Metropolitan Achievement, Stanford Achievement, WISC or Binet Tests are used.

Program: Advanced mathematics, exploratory language courses in grades seventh and eighth.

Students with outstanding ability in art who plan to attend college as art majors are permitted to take extra art classes, in some cases as many as ten periods per week. An advanced music course is offered for those students planning to major in music in college. Future plans include advanced music for students planning a college major in elementary education.

Solanco Area School District R. L. Dunlap

Grade level: 7 - 9

Number of Pupils in Program: 15

Pupil selection: Students are selected by the Guidance Department, through testing, classroom teacher recommendation and art supervisor's recommendation. California Mental Maturity, SCAT and STEP Tests are used.

Program: The art appreciation and enrichment program receives pupils (those above 125 IQ have priority) from two junior high schools and meets for a half day (depending upon the activity this may be a whole day), once every two weeks. Activities consist of lectures, discussions, demonstrations, field trips, individual pupil reports, creative experiments in architecture, sculpture, painting, or ceramics. The class has opportunities to watch local craftsmen or artists at work. Parents supply special materials as required, provide transportation to classes and for field trips, and assist as chaperones.

LEBANON COUNTY

Annville - Cleona School System M. L. Keim

Grade level: 6

Number of Pupils in Program: 35

Pupil selection: Pupils with a good school record, good achievement on standardized tests with high IQ's are selected by teachers, county psychologist, and administrational staff. California Mental Maturity and California Achievement Tests are used.

Program: The "accelerated group" starts in grade six and follows through to grade twelve. Pupils are moved in and out as the need arises.

Lebanon City School District Norman A. Hemperly

Grade level: 7 - 12

Number of Pupils in Program: 30 - 35 per grade

Pupil selection: Junior and senior high school students are selected by the following procedure:

1. In sixth grade the results of the Stanford Achievement Battery, an aptitude test, the report card grades, and teacher evaluation are all reduced to percentile ranks and the entire sixth grade is ranked.

2. The school psychologist then gives individual aptitude tests in arithmetic and English. Results of these tests are transcribed to the ranking list.
3. Principals, guidance counselors, psychologist, elementary supervisor, and superintendent concur in selection of pupils for advanced class.
4. After pupil selection, guidance counselors contact the parents and explain the program to them.
5. Both student and parent must consent before the pupil may be assigned to the program.

Program: Advanced mathematics.

Palmyra Area Joint School System William E. Bolger

Grade level: 7 - 8, 10 - 12

Number of Pupils in Program: 30 per grade

Pupil selection: Students having a verbal IQ of at least 125 or a total verbal and nonverbal IQ of 120, and possessing those characteristics native to individuals who have demonstrated an eagerness to learn are selected on the basis of intellectual potential, as measured by standardized tests, school achievement, standardized achievement test results, and teachers' comments. The Guidance Office makes the final decision.

California Test of Mental Ability, Kuhlman-Anderson Test of Mental Ability, Peabody Picture Vocabulary Test, California Battery are used.

Program: Homogeneous grouping in the junior high school program with tentative planning for vertical acceleration in senior high school. A ninth grade enrichment course will serve as screening for senior high school selection. Selection score for senior high school is derived by assigning weighted values to test results, report cards grades, and teacher comments. The cut off selected score is approximately the 90th for the grade entering the program. Participating teachers are selected on the basis of teaching assignment, interest in able children, observed competency in relationships, observed competencies in subject areas, and background and training in teaching methods.

LEHIGH COUNTY

Allentown School System Paul J. Fink

Grade level: 3 - 12

Number of Pupils in Program: Not given

Allentown School System (con't)

Pupil selection: Academically able pupils are selected by teachers, supervisors, and psychologists on the basis of tests and teacher judgments. Tests used are Metropolitan Readiness Test, SRA Primary Mental Abilities Test, SRA, and Wechsler-Bellevue.

Program: A team approach to planning the program is used by the Superintendent, the Directors of Elementary and Secondary Education, principals, and teachers. The program is varied, including segregated classes, enrichment, homogeneous grouping, honors courses, and advanced placement courses. The objectives and activities of the curriculum have been developed to supplement the basic teaching guides for the regular grades. The program encourages a correlated subject matter presentation. A guide has been prepared for the elementary school including language arts, social studies, science, arithmetic, German and Spanish, creative dramatics, creative art, library instruction, typing, music, and physical education.

Southern Lehigh School District Thomas W. Watkins

Grade level: 4 - 6

Number of Pupils in Program:
Art Enrichment - 60
Science Action Research - 20

Pupil selection: Students are selected on the basis of ability and/or interest, test scores, and teacher adjustment. California Mental Maturity and Stanford Achievement Tests are used.

Program: Elementary Programs - grades 4 - 6

Art enrichment: Special instruction by art specialist during school hours for talented children at all levels of intelligence.

Science action research program: Special work after school hours for academically gifted with stress on individual interests.

Special choral work for musically talented.

Parents are included in planning and development through special planning meetings and periodic evaluative sessions. A Joe Berg Science Seminar provides enrichment for grades 10, 11, and 12. About 80% of the lecturers are from the local community. The proximity of Lehigh University, Muhlenberg, Cedar Crest, and Lafayette College, plus many technological industries in Allentown, Bethlehem, and Easton are helpful factors in leadership recruitment.

LUZERNE COUNTY

Wilkes-Barre City School District Walter C. Wood

Grade level: 1 - 12 Number of Pupils in Program: 496

Pupil selection: Kindergarten children are given the California Mental Maturity Test and those who score above 105 are individually tested on Stanford-Binet or WISC. The kindergarten teacher completes an evaluation form for those children whom she thinks might be eligible for the program. However, this is not a criterion for admission. On the basis of the individual test, all the children are listed from the highest score down to 125. The cut-off point is determined by the number of places available in three centers. The parents are invitied to a meeting at which they are told that no attempt has been made to evaluate the children's social and emotional maturity and that the program is on a voluntary basis. They are invited to visit classes and to consult the director of pupil personnel and other staff members. They are then asked to make their decision within two weeks. The group continues into junior high school with such change in membership as is found desirable by the principal, the pupil personnel department, the high school guidance director, the seventh grade teachers in the program, and the director of the program.

Tests used include the Wechsler Adult Intelligence Scale, the Leuch Algebra Readiness Test, and Stanford Achievement Test, and the Differential Aptitude Test.

Program: Teachers for the program are selected on the following criteria:

1. They have demonstrated their ability as teachers or have worked with children of high ability in other school systems.
2. They have demonstrated that they are "adventurous" and are enthusiastic about taking on this kind of assignment.
3. They would not appear to be threatened by dealing with this type of child or his parents.
4. They are willing to enter actively into the local in-service training program, to take appropriate courses when such are available, and are anxious to visit other school systems offering programs for able children.
5. They appear able to participate in group work with other teachers.
6. They have at least one strong or consuming interest in education at the elementary level.
7. They have at least one strong or consuming interest in out-of-school activities.

In the secondary grades additional attention is given to the academic preparation and excellence of the teachers.

Wilkes-Barre City School District (con't)

The elementary program (grades 1 - 6) operates in three centers which have been established in elementary buildings. In each center the children are combined in first and second, third and fourth, fifth and sixth grade classes. These are termed extra work classes. Some few children who are in the regular grades and who have demonstrated to their teachers some unusual interest or ability come into the extra work classes for some few activities. All of the children in the extra work program have their physical education and musical activities in regular classes and some of them also have some art work with regular classes.

Secondary classes (grades 7 and 8) are segregated in all subjects offered in the advanced program (English, mathematics, science, history, French, typewriting and art). In grades 9 - 12 the segregated classes include English, mathematics, biology, chemistry, and physics.

LYCOMING COUNTY

South Williamsport Area Jr.-Sr. High School R. R. Rommelt

Grade level: 7 - 9

Number of Pupils in Program:
7th - 25
8th - 21
9th - 27

Pupil selection: Selections are made by guidance counselors, principal, and combination of teachers on the basis of IQ's, achievement scores, past marks and cumulative records, teacher evaluations and discussions.

Otis Quick Scoring Mental Ability and Stanford Achievement tests are used in the selection.

Program: About ten percent of the 7 - 9 grade students participate in a program combining homogeneous grouping, acceleration of subject matter, and enrichment including a science seminar. Musically talented pupils have time for vocal lessons and organ lessons; those with talent in art are provided an art elective or can belong to an art service group or art club.

MERCER COUNTY

Hickory Township School System Kenneth R. Delahunty

Grade level: 1 - 10

Number of Pupils in Program:
491

Hickory Township School System (con't)

Pupil selection: SRA*PMA, Jastak Wide Range Achievement, Iowa Basic Skills, and in many cases the Binet L-M, or WISC tests are used.

Program: The program for the "academically talented" begins in grade one. First selection of children to be included is made by the art supervisor and the school psychologist at a pre-school clinic in June. Teachers' recommandations and further testing may identify others. Elementary supervisor, building superintendent, and school psychologist select participating teachers so that they will have different strengths; e.g. one might have unusual skill in developing research techniques, another in developing creative writing. The program through grade 12 will include five years of French and instrumental music.

Reynolds Area Joint Schools

Carl F. Welch

Grade level: 7 - 8

Number of Pupils in Program: 125

Pupil selection: The upper one-third of class are selected from standard test results and teacher information by high school principal and guidance counselor. Otis Test of Mental Ability and Stanford Achievement Tests are used.

Program: Upper 1/3 of class, grades 7 and 8, participate in program of homogeneous grouping and enrichment including conversational Spanish.

Sharon Public Schools

Harry Russell

Grade level: 4 - 12

Number of Pupils in Program: 552

Pupil selection: Students are selected on the basis of records, achievement, grades, and reading level by teachers and principals recommendation, psychological tests - Binet of 127, achievement indicating potential superiority - usually an IQ of 120 on Iowa Basics, and social and emotional maturity.

SRA, Iowa Basic and Binet tests are used.

Program: Elementary Major Works Classes start with the 4th grade and are housed in 4 of 8 buildings. Some pupils are transported so that there are three 4th grade classes, three 5th and four 6th grade classes of gifted pupils. Curriculum is the basic program at each grade level plus many enrichment activities. Stress is placed on depth, breadth, and the use of research projects. Junior high school Major Work Classes have an accelerated mathematics program and the senior high school level has honors courses in English, plane geometry, biology, and American history. Depth of reading is encouraged in English and history classes.

MONTGOMERY COUNTY

Abington Township School District M. G. Gaffney

Grade level: k - 12

Number of Pupils in Program: 1500

Pupil selection: Those who have unusually high verbal facility as reflected through reading level, writing and speaking; those who are creative, who can deal efficiently with complex abstractions and who are able to demonstrate their giftedness in typical school programs.

Criteria used are:

1. Verbal IQ 130 and above.
2. Two grade levels above grade placement on standard achievement tests.
3. Teachers' recommendations.
4. Marks of "H" in major elementary subjects or "A" - "B" in the major secondary subjects.
5. Recommendation of the principal or department chairman.

In addition to the above the following are used:

a. Elementary Seminar — a locally designed talent search test and a sample of creative writing.
b. For the Science and Mathematics Seminar — the Westinghouse Talent Search Test.
c. For the Social Studies Seminar — STEP, Cooperative Test Division - Sequential Test of Educational Progress, Forms 2A and 3A, and the Cooperative Test of Social Studies Abilities.
d. A sample of creative writing and an interview for admission to the senior high school Honors English.
e. A sample of creative writing for admission to the accelerated junior high school program.

In the elementary schools — the principal and teachers select the gifted children except those who are to be accelerated in grade in which event the psychologist and guidance counselor meet with the teacher and principal. Students for the Elementary Seminar are selected by a committee consisting of the science co-ordinator, guidance director, elementary counselor, and school psychologist in addition to the principal and teacher recommendation.

For the Science and Mathematics Seminar and the Social Studies Seminar groups, they are selected by the respective co-ordinators, guidance counselors, with the help of department heads.

Tests used are: Mental Ability — California Test of Mental Ability, Short Form, 1957, Achievement — California Achievement Test Battery, 1957. Other tests also used are: Westinghouse Talent Search, Abington Talent Search, Social Studies Abilities, Cooperative Test Division, Sequential Test of Educational Progress, Cooperative Test Division.

Program: The planning is done by:

A standing committee consisting of the high school principal, one junior high school principal and one elementary principal. This committee approves all changes and additions to the program.

A committee representing various cross sections of the professional staff which serves as a "sounding board" for the grass roots.

The philosophy of the Abington Program for the Gifted recognizes that gifted students vary in their needs and interests just as all students and therefore require a variety of activities.

Briefly, the following is a summary of these activities:

a. In the first three grades of the elementary school, the students are grouped within the classroom for reading and in some cases for arithmetic and spelling. Their work is both accelerated and enriched. This practice also applies to those elementary schools where there is only one section per grade.
b. In those schools which have multiple sections per grade, gifted children are grouped somewhat homogeneously.
c. Highly selected groups are conducted in each of the three grades in two of our junior high schools. These groups are selected from throughout the district.
d. Honors groups in each academic area are provided at the senior high school level. An advanced placement course in English (the same as Honors) is conducted in grade 12.
e. Enrichment of course material for gifted students is practiced throughout the program.
f. Seminar programs for those in grades 5 and 6 and 9 through 12, acceleration in grade and accelerated biology, algebra, and foreign language study.
g. Advanced projects in music, art, and vocational education.
h. Cooperative arrangements with colleges for combined high school-college study.

The following curriculum guides are used in teaching the gifted:

1. A Program for the Gifted Student in the Abington Senior High School

2. Teaching the Gifted in the Social Studies

3. Teaching the Gifted in the English Language Arts - Junior and Senior High School

An additional class in theory and composition in music is held at 7:00 a.m. at the senior high school. The a cappella choir is reserved only for those with talented voices. In art and shop, individual projects enable the gifted in these areas to progress according to their abilities.

The Abington Township Association for Gifted Children which is an independent association of parents, has been in existence for the past seven years. This group serves as a reservoir of ideas and support for all aspects of the program. Community leaders serve as resource people.

Parents - both men and women, in and out of the professions - serve on planning committees of all seminar groups. Parents do not participate in the selection of students.

Cheltenham Township School District

Ross M. Gill

Grade level: 7 - 12

Number of Pupils in Program: 600

Pupil selection: Joint recommendations of principals, counselors and teachers. Tests used include Terman-McNemar Test of Mental Ability, Henmon-Nelson Test of Mental Abilities, California Test of Mental Maturity, Cooperative School and College Ability Tests, and Stanford Achievement Test.

Program: The junior high school program includes block scheduling for major subjects and individual work for the talented in fine arts, industrial arts, and music. Mathematics, science, and foreign language are accelerated.

The senior high school program includes enrichment, advanced placement, and leadership training through workshops and conferences. Creative writing is encouraged through publication of a literary magazine, The Panther.

Community resource people provide programs for a science and mathematics seminar.

Continuous evaluation of programs for able pupils is provided by faculty committees composed of teachers who currently teach gifted classes, librarians, counselors, and members of the administrative staff.

Hatboro-Horsham Joint School District

Charles S. Jones

Grade level: 7 - 12

Number of Pupils in Program: 227

Pupil selection: Students whose intelligence quotient is about 125 or better, who has an "A" - "B" scholastic record with mostly "A's" and who has been rated by his teachers as being capable of achieving more than is offered in the regular program of his studies for that particular grade. Selection is made by teachers, school psychologist, and junior high school principal. Tests used include SCAT, STEP, Stanford-Binet, Wechsler-Bellevue Intelligence Scales.

Program: Acceleration in mathematics and science. An enriched English program consists of:

1. Six periods of English per week in grade 9. Two of these are scheduled together as in English composition laboratory.
2. Public speaking in all grades.
3. A work of Shakespeare in Grades 7,8,9.
4. Advanced study of grammar in grade 10.
5. Advanced reading list and research in literature at all grade levels.
6. Great books seminar in Grade 12.

Social Studies: A seminar system is employed in grade 12 with each student required to do an extensive research project (one year) and to make a formal report on progress each six weeks.

Jenkintown Borough School District

John E. Rice

Grade level: 1 - 12

Number of Pupils in Program: Not given

Program: Elementary pupils are screened periodically and accelerations in the program are provided if the pupils' intellectual ability and emotional stability warrant them, and if the parent consents.

Junior and senior high school mathematics and science are accelerated. Selected twelfth grade students participate in an evening seminar program conducted by community consultants.

Lower Merion Township School District

Grade level: 4 - 12

Number of Pupils in Program: 500

Lower Merion Township School District (con't)

Pupil selection: The most ambitious or gifted pupils are selected mostly on teacher recommendations. California Short Form test of Mental Maturity, American Council Psychological Examination and the Binet or Wechsler tests are used.

Program: One teacher is especially employed for work with the able pupil. Programs in the elementary schools vary; one uses across-grade grouping in reading and language arts; another has a special course in problems of young people as they are revealed in literature.

Separate sections of able pupils in junior and senior high schools have accelerated math, honors courses in English, four year of foreign language, advanced science courses.

Instruction in music is given to individuals and groups. Senior high school classes in oil painting, silver, and other metalcrafts are provided for talented pupils.

Plymouth Township School District

James S. Tressler

Grade level: 5 and 6

Number of Pupils in Program: 80

Pupil selection: Students with a high IQ and who work at a pace commensurate with IQ are selected by teachers and administrators. The California Mental Maturity Test is used.

Program: The Seek and Search Study Group is an after-school enrichment program for academically talented children in the fifth and sixth grades. Pupils attend a six-week series of sessions in a humanities area (art, music, history, foreign language) and, upon completion of one six-week series, they enter another involving a different area.

Spring-Ford Joint School District

Henry L. Rupp

Grade level: 5 and 6

Number of Pupils in Program: 32

Pupil selection: Selection is based on class achievement, teacher recommendation, achievement tests and IQ. California Mental Maturity, and Stanford Achievement tests are used.

Spring-Ford Joint School District (con't)

Program: An enrichment class which meets for ninety minutes after school on Monday provides enrichment for thirty-two fifth and sixth grade pupils with IQ's above 120.

Upper Merion Township School District — Harold F. Martin

Grade level: 5 and 6 — Number of Pupils in Program: 70

Pupil selection: "All around" high-level individual of oustanding creativity, a superior, talented pupil, a pupil willing to do more than the prescribed curriculum. One who is outstanding in intellectual ability, speed of learning, and critical judgment. The block system has been used at Upper Merion for the past 16 years; i.e. the same teacher has the same group for three consecutive years. This organization enables a teacher to discover the academically talented pupil. California Achievement and SRA Tests are used.

Program: A varied program includes acceleration, enrichment, nongraded units, advanced placement courses, seminars and workshop techniques. At various intervals, groups are taught by secondary teachers and college teachers. Class projects are interchanged. Withdrawal and admission of pupils are made with ease. Pupils with creative talents in music, art, or literature participate in a "Lets Go Ahead" group and other activities. A workshop for ten or fifteen pupils stresses creativity for the potentially gifted or talented pupils whose achievement is below their ability level. In the evaluation stage many parents and prospective teachers are invited to observe these groups.

Upper Moreland High School District — Elmer A. Lisfelt

Grade level: 10 - 12 — Number of Pupils in Program: 245

Pupil selection: Selection is based upon willingness to work, achievement, IQ, and teachers' decisions. Otis Quick Scoring, I.T.E.D., and COOP tests are used.

Program: Homogeneous grouping. Enrichment courses on graded levels are set up in each subject that has sufficient numbers. Seminars are set up by individual teachers at specific levels.

Focus, a publication devoted specifically to creative writing in English, French, and Spanish, and to art work, is published.

NORTHAMPTON COUNTY

Easton Area Joint School System Edward Tracy

Grade level: 10 - 12 Number of Pupils in Program: 330

Pupil selection: Consideration is given to intelligence and achievement test scores, past academic record, the pupil's attitude toward scholarship, including his seriousness of purpose, range of interests, persistent curiosity and degree of application and drive, and to the recommendations of teachers. Otis Quick-Scoring Mental Abilities Test, SCAT, and Iowa Tests of Educational Development are used. Final selection is made by the guidance department.

Program: The Easton Team Teaching Program takes 90 academically capable students at the end of grade nine and assigns them to a team of three teachers for instruction in English, history and mathematics.

The students are grouped homogeneously into 3 groups of 30 and receive an enriched program combined with acceleration. For example, group one in the 11th grade team program has a median IQ of 130. These students accelerate in mathematics and cover plane and solid geometry in grade 11. The other two team sections cover plane geometry and then go into a study of the newer mathematics as time will permit. Students in group one, and selected students in group two and three, also accelerate by doing the normal 5 days' classwork in English and history in 4 days, and spend the 5th day in independent research projects with a view to going into the subject matter in depth.

The pinnacle of the team teaching program for the able students is reached in the 12th grade where two senior seminar classes, one in history and one in English, are offered to selected team students. Only those students who have been "research" students in grade 11 are eligible to become senior seminar students. The seminar students meet with their teachers for conferences and consultations two periods a week, and the remaining three periods are spent in doing independent research on individual projects.

At the 12 grade level the team students are also given enriched courses in the required history and social studies offerings. Small groups of able students are also given advanced courses in science and mathematics.

Palmer Township School District J. T. Auld

Grade level: 1 - 6 Number of Pupils in Program: 190

Palmer Township School District (con't)

Pupil selection: Pupils who have an IQ score above 120, who read at least two grades above grade level, have achievement test scores of at least two grades above grade level, possess a high degree of reasoning and analytical ability, and possess a high degree of orginality. Selection is based on intelligence test scores, achievement test scores, reading level, psychological tests, teacher recommendations, grade history, recommendations of principal and supervisor of instruction.

Metropolitan Reading Readiness Test, Kuhlman-Anderson, Stanford Achievement and Wisc Tests are used.

Program: Early admission is generally practiced for exceptional children who meet all legal requirements. Very exceptional children (IQ 150 and above) occasionally skip one grade in either grade 2 or 3.

The program for fast learners is:

1. Basic material for each grade level is covered in a relatively short time - approximately ½ year.
2. Enrichment - This includes extension and exploration of special interests of children in all areas of instruction.
3. Acceleration within the grade - Enrichment activities carry these children into more advanced work, consequently many of these groups enter into areas normally taught in later grades.

Special emphasis is given to library instruction in intermediate grades.

Teachers of the advanced groups are selected on high scholarship in college, a broad educational background, high level of intelligence, realization and acceptance of the fact that some children in these groups may know more about some subjects than their teachers, and willingness to accept new ideas and explore new fields and techniques.

NORTHUMBERLAND COUNTY

Sunbury Area School District M. Eugene Hutchinson

Grade level: 4 - a.m. session

Number of Pupils in Program: 25

Pupil selection: Results of IQ tests, achievement tests, teacher judgment and parent consent are used for basis of selection by Director of Elementary Education and teacher in charge of testing. Otis Intelligence Test, American School Achievement Tests are used.

Program: Class is segregated for the morning session only. The subject areas covered in this group are: language arts (reading, English, handwriting, spelling in written work) arithmetic, geography, and French. Students have one 45 minute period per week of French, using the language laboratory in the Senior High School with the high school French teacher as their instructor.

Special equipment includes a microscope, radio, filmstrips, television, movie projector, fraction board, special reference books, extra workroom. The school has a central library with reference materials and other materials are sent in from the public library.

PERRY COUNTY

Blain Union School District

John F. Magill, Jr.

Grade level: 12

Number of Pupils in Program: 10

Pupil selection: Guidance counselor, principal, and teacher recommendations are used in selecting the pupils. IQ Tests and yearly achievement tests are given.

Program: A diversified honors class is available to senior college preparatory students. One period per week is devoted largely to development of the artistic-classics, poetry, art, music, drama. The other two periods per week are given to science with emphasis on comparative physiology, chemical experimentation, and research.

Green Park Union School District

Paul F. Hurley

Grade level: 9 - 12

Number of Pupils in Program:
88 in 7th grade
14 in Advanced English
109 in Advanced Math

Pupil selection: A gifted child is thought of as one who has exceptional ability or who has advanced placement on achievement. Pupils are selected through tests and grades by the administration and through guidance counselors' and teachers' recommendations. California Tests of Mental Maturity, California Achievement Test, Essential High School Contents Battery are used.

Program: Accelerated mathematics; advanced English in grades 11 and 12.

PHILADELPHIA COUNTY

School District of Philadelphia — Allen H. Wetter

Grade level: 1 - 12

Number of Pupils in Program:
11,000

Pupil selection: Pupils are selected on the basis of test results, individual psychological examinations, pupil progress records, staff judgment of physical and mental health, social adjustment, and emotional maturity. Selection is made jointly by principal, counselor, and classroom teacher.

Program: Each school plans its own program with advice and guidance from the Central Committee on the Academically Talented and from various members of the staff of the Curriculum Office. Although the programs vary greatly, homogeneous grouping is employed in nearly all of them. Early admission to first grade, honors courses, advanced placement courses, and special interest groups are devices which are employed.

"Talent Search Courses" in schools where the student body is largely made up of the culturally deprived are very successful: the Wings program of the Benjamin Franklin High School for Boys, and a Ford Foundation Program in seven elementary and one junior high school.

Science programs are enriched: The Radioisotope Distribution Center at Central High is kept supplied by the AEC and furnishes radioisotopes to any high school wishing them.

Schools have their own programs of performing arts. In addition there are all-city orchestras at junior and senior high school levels, all-city chorus, elementary boy's chorus, a wide program of individual instruction in instrumental music, and Saturday art centers.

The community supplies free tickets and other facilities which make it possible for underprivileged youngsters to visit theaters, concerts, museums, etc.

A yearly progress report - "The Academically Talented in the Philadelphia Public Schools" is published.

PIKE COUNTY

Delaware Valley Joint School District — Ira C. Markley

Grade level: 7 - 12

Number of Pupils in Program
65

Pupil selection: A pupil with superior ability who is eager to do extra work. Members of the faculty with the aid of the guidance counselor and the approval of the principal select these pupils. California Test of Mental Maturity, subject achievement tests, and NED tests are used.

Delaware Valley Joint School District (con't)

Program: A varied program for students in grades 7 - 12 who reach 90th percentile or above on achievement tests includes a segregated class, acceleration, enrichment, homogeneous grouping, cluster grouping and special assignments.

POTTER COUNTY

Coudersport Area School District | Arlton G. Grover

Grade level: 1 - 12

Number of Pupils in Program: Not given

Program: Homogeneous grouping, grades 1 through 12. First three grades are nongraded and fast group in third grade is given an enrichment program. Some students cross grade lines to work with others on the same level in a particular subject. Advanced art is offered.

SCHUYLKILL COUNTY

Tamaqua Area Joint High School | Alfred Stine

Grade level: 11 and 12

Number of Pupils in Program:
20 in 11th
12 in 12th

Pupil selection: Students who are above the average group are selected by past record, IQ, and teachers.

Program: Students in eleventh and twelfth grades with IQ's above 115 receive P.S.S.C. (Physics and Linus Pauling College Chemistry).

SOMERSET COUNTY

Jenner-Boswell-Jennerstown Joint School District | R. Leslie Simpson

Grade level: 2 - 6

Number of Pupils in Program: 140

Pupil selection: Opinions of teacher, psychologist, school nurse, and school administrator, mental ability and achievement tests. The California Primary Mental Ability, Kuhlman-Finch Mental Ability, California Achievement, and Binet Tests are used.

Jenner-Boswell-Jennerstown Joint School District (con't)

Program: Pupils described as "normal-bright" students in grades 2-6 have homogeneous grouping and enrichment. Specialists on the high school staff help to provide for pupils with creative talents in music and art.

Meyersdale Joint School District

Harry O. Wolfe, Jr.

Grade level 4, 5, and 6

Number of Pupils in Program: 20

Pupil selection: The pupils must have ability to express ideas, alertness, inquisitive mind, keen imagination, possess a large vocabulary, long-sustained concentration, initiative, and intelligence quotient above 125. The selection is made by the elementary principal upon the recommendation of the two county psychologists. Wechsler Intelligence Scale for Children is used.

Program: A teacher meets with the selected students twice a week, one hour per meeting in the central elementary library. These students come from three rooms for each of grades four, five, and six. The program is regarded as an experiment. The materials include television programs and elementary library materials. The teacher is expected to be flexible and skilled in teaching methods and techniques appropriate to the instruction and guidance of these academically talented students.

Turkeyfoot Valley Area School District

Leonard G. Bailey

Grade level: 5,6,7,8, and 9

Number of Pupils in Program:
5 and 6 - 10 pupils
7,8,9 - 9 pupils

Pupil selection: Steps taken to determine ability grouping are grade placement, high achievement levels in classroom work during previous years, high scores in the local and county testing programs, high scores on tests of specific ability, high scores on IQ tests, display of unusual talent in reading ability, and teacher opinions. Teachers, county psychologist, school administrators, and parental consent aid in the selection of the student.

Kulhmann Finch, Metropolitan Achievement, California Achievement, Binet L., Wechsler Intelligence Scale for children and Wechsler Adult Scale are used.

Program: The Supplementary Elementary Program includes able pupils from grades five and six who are combined for language arts class which stresses written and oral communications and reading. The class meets one period a day in addition to the regular schedule and is taught by two English teachers from Turkeyfoot Valley Area High School. Complete case records are kept for evaluation of the program.

SNYDER COUNTY

Selinsgrove Area Joint School District	W. Michael Weader
Grade level: 11 and 12	Number of Pupils in Program: 40

Pupil selection: High school students who can benefit from an enriched program are recognized chiefly upon their achievement in academic work.

Program: Advanced classes in chemistry, physics, biology, college algebra, and composition.

TIOGA COUNTY

Jackson-Lawrenceville-Tioga Joint School District	Ernest L. Presher
Grade level: 8 - 12	Number of Pupils in Program: 121

Pupil selection: Pupils with above-average achievement - about 25% of each 7th grade are selected by the administrator, guidance counselor, and teachers, by achievement and IQ. Otis Quick Scoring Mental Ability, Stanford Achievement, and Iowa Reading Tests are used.

Program: Track program of accelerated subject matter.

UNION COUNTY

Lewisburg Joint School District	Robert E. Beckman
Grade level: 3,4,5,6, and 8	Number of Pupils in Program: Not given

Program: Homogeneous grouping in one elementary school and in junior high; elementary French program (grades 3-6); regrouping for reading instruction (Joplin Plan) in grades 4-6; accelerated math.

WARREN COUNTY

Northern Area Joint School District

Everett A. Landin

Grade level: 1 - 12

Number of Pupils in Program: 100

Pupil selection: Students are selected through study of achievement record and with assistance of standard tests and mental ability examinations. Classroom teachers, guidance counselors, and administrators participate in this selection.

Otis Mental Ability is basic. California Achievement Battery, Iowa Test of Educational Development, Preliminary Scholastic Aptitude Tests, and the Orleans Algebra Prognosis Test, and Stanford Binet Tests are used.

Program: The program is planned as a group activity in which classroom teachers, guidance personnel, curriculum personnel, administrators, students, parents, and community representatives participate.

The elementary program includes early admission to first grade, homogeneous grouping, and departmentalization in upper grades.

Junior high school homogeneous grouping permits accelerated math, advanced English, social studies, foreign language and science.

College level courses are taught in the senior high school which has both a large central library collection and numerous classroom reference libraries.

Warren Borough School District

Dr. Carl Whipple

Grade level: 4,5,6,10, 11 and 12

Number of Pupils in Program:
675 elementary
48 secondary

Pupil selection: Pupils with 130 IQ and above, with exceptions for those who have high achievement consistently, are selected by teacher recommendations, supervisory approval, results on individual Binet. Pupils are given individual Stanford-Binet Tests. These are usually preceded by California group tests.

Warren Borough School District (con't)

Program: The program includes:

Creative Writing - Pupils in grades 4 and 5 from six elementary schools meet for one hour each week in central location under the direction of a capable teacher who has a special interest in this area.

Special French - Pupils in grade 6 from six elementary schools meet for one hour per week in a central location under the direction of an elementary supervisor for instruction in oral, aural French.

Science - Interested pupils in grades 5 and 6 from six different schools meet one hour per week in central location for special classes in elementary science.

Mathematics - Capable pupils in grade 6 from the six elementary schools meet at the junior high school for one class session each week for instruction in modern mathematics.

Art - Talented elementary pupils in art meet twice a month for one hour each for special instruction under the direction of the art supervisor.

Junior high school - accelerated mathematics.

Senior high school - Advanced placement classes in English, American history, and European history.

WASHINGTON COUNTY

Chartiers - Houston Joint School District   Ralph D. Bluebaugh

Grade level: Not given   Number of Pupils in Program: Not given

Pupil selection: Students are selected on a basis of teacher judgment, achievement records, intelligence quotients and guidance counselor recommendation. Parents are given an opportunity to approve child's participation in any program that is recommended. Conferences are scheduled with parents and these may be initiated by the home or the school guidance department.

Program: Advanced math, college prep grouping for chemistry, special theme writing in grades 11 and 12. Homogeneous grouping in grades 7 and 8.

Canon-McMillan Joint School District K. V. Curry

Grade level: 7 - 12

Number of Pupils in Program:
85 in 7th
97 in 8th
61 in 9th

Pupil selection: Pupils with a high IQ, high achievement record, reading ability, desire to be in group, with consent of parents, are selected by principal with advice of teachers, teachers' marks, and by guidance counselors. Otis Test of Mental Ability, Metropolitan Achievement Battery and Orleans Test (Algebra) are used.

Program: Program for able students, grades 7 - 12, is planned by teachers under the supervision of the Director of Instruction. Teachers are selected on the basis of interest, ability, and willingness to individualize study programs. Program includes segregated group, individualized study programs, accelerated study programs, enrichment, homogeneous groups according to subject achievement in grades.

Charleroi Area School District Clifford V. Jones

Grade level: 7 - 12

Number of Pupils in Program:
203

Pupil selection: Pupils who are above the first Standard Deviation on a mental ability test plus those who are at the top 10% in academic standing are selected on the basis of special aptitude test, academic standing, and judgment of principals, counselors, and subject teachers. Tests used are Otis Self Administering Test of Mental Ability, Differential Aptitude Test, National Merit scores, and certain Cooperative Achievement Tests.

Program: Homogeneous grouping in required English, mathematics, and science courses with advanced foreign language, mathematics, science, and college English for the more able students. The program is geared to the absorption of more content of material in the same period of time.

Donora Public School District Andrew S. Sukel

Grade level: 7 - 12

Number of Pupils in Program:
149

Donora Public School District (con't)

Pupil selection: Students are selected on IQ, past achievement, and test results, teacher and guidance counselor recommendations, and cumulative records.

Pintner General Ability, Stanford Achievement and Terman-McNemar Tests are used.

Program: Homogeneous grouping provides both enrichment and acceleration. Pupils have diversified projects, more audio-visual aids, more supplementary and advanced textbooks.

Fort Cherry Joint School District James C. Dunn

Grade level: 7 - 12

Number of Pupils in Program:
grades 7 - 49
grades 8 - 22
grades 9 - 45

Pupil selection: Students who have shown by previous class achievement, standardized achievement tests, and IQ tests that they can handle this program of studies, are selected by a study of their combined achievement in classwork, standardized achievement tests, IQ and teacher judgment. Students are finally selected by the guidance counselors.

California Test of Mental Maturity, Stanford Achievement Test, and Metropolitan Achievement Tests are used.

Program: A planned 7 to 12 grade program has now reached grade 9. French is now started in grade 7 and continues through grade 12. Students may move into Spanish or Latin in grade 9. Accelerated programs are offered in mathematics and science and at grade 12 an advanced composition class. Advanced art is provided for talented students. Parents, students, and counselors mutually plan the subject area elected by the students.

Peters Township School District J. Edward Ricart

Grade level: 1 to 6

Number of Pupils in Program:
153

Peters Township School District (con't)

Pupil selection: Pupils who have maintained a consistently high level of academic achievement, and who have demonstrated leadership qualities or a talent are selected on the basis of teacher recommendations, academic records, personality characteristics, achievement test scores, demonstrated talent. Selections are made by classroom teacher, special teacher, and principal.
Kuhlmann-Anderson, Otis, and Binet Tests are used.

Program: Elementary: segregated classes for language arts enrichment and Spanish which meet biweekly for thirty-five minute periods. Language arts aims are to develop critical thinking, critical reading, speech opportunities, creative writing, research habits, leadership qualities.

The P.T.A. sponsors Saturday morning art classes in the spring term, and there is an elementary band.

The senior high school program includes advanced math, language, honors courses in English and evening seminars in mathematics, science, and the humanities.

WESTMORELAND COUNTY

Franklin Area Joint School District John R. Holliday

Grade level: Screening in 7th grade
Program begins in 8th grade

Number of Pupils in Program: 25 to 28

Pupil selection: Students whose intelligence exceeds the average, who show unusual ability along academic lines and are capable of profiting from advanced instruction are selected on the basis of general intelligence, scholastic achievement, and teacher recommendations.
California Mental Maturity (Short Form), California Achievement Test Battery, Orleans Algebra Prognosis Tests are used.

Program: Acceleration in math and science, beginning in grade 8.

Greater Greensburg - Salem Joint School District Robert F. Micely

Grade level: 2 - 12

Number of Pupils in Program: varies

Pupil selection: Extraordinarily academically talented students are selected on the basis of IQ tests and teacher recommendations by guidance staff and administration. Otis Quick Scoring, Stanford Achievement, and S.C.A.T. Tests are used.

Greater Greensburg - Salem Joint School District (con't)

Program: Segregated and semi-segregated classes, acceleration, enrichment, homogeneous grouping, team teaching, college algebra, foreign language in grades 2 - 12, developmental reading at junior and senior high levels, and a continuous science program.

Hempfield Area School District

Theo W. Fullerton

Grade level: 7 - 12

Number of Pupils in Program:
30 per grade 7,8, and 9
25 in grade 10
20 in grade 11
18 in grade 12

Pupil selection: A gifted pupil is one who possesses a high potential of ability to solve complex problems and situations, one who is able to perform individually (autonomously). Selection is made on the basis of a math-science potential and performance, IQ, teacher and counselor judgment, and achievement test scores, and reading level. Selection is made by counselors through recommendations of subject teachers.

Metropolitan Achievement and Otis Quick Scoring Mental Ability Tests are used.

Program: Program on the seventh grade level consists of a high-enrichment math program, a two-block period of time embracing language arts and social studies, and a science-geography segment. The eighth grade program is similar with the addition of Algebra I and an enriched science course. The ninth grade program consists of Algebra II and a foreign language. In tenth, eleventh, and twelfth grades, pupils are placed in a two-period block, embracing language arts and social studies. Emphasis is upon the seminar approach and individual research. There are about 25 pupils in this "advanced special" class. These same pupils are also assigned to "top level" groups in science, math, and modern languages.

Participating teachers are selected on the basis of the following traits:

a. General outlook on education.
b. Ability to work with individuals as well as small and large groups.
c. High level of general awareness.
d. Personality.
e. Courage to experiment and ability to evaluate progress objectively.
f. Ability to direct individual research by students.

Kiski Area School District

Evert F. Stabler

Grade level: 8,9,10, and 12

Number of Pupils in Program: 457

Pupil selection: Pupils of superior ability are selected on the basis of achievement, and results of intelligence and aptitude tests. Selection is made by guidance personnel on recommendation of teacher. Otis Quick Scoring Intelligence Test, Stanford Achievement, Orleans Algebra Prognosis, Lee Algebra Prognosis, Primary Mental Abilities Tests are used.

Program: Acceleration in math and science.

New Kensington School District

W. L. Jefferson

Grade level: 7 - 12

Number of Pupils in Program: 150

Pupil selection: Based on four criteria:

a. IQ - 125 or better
b. Reading ability - 2 grade levels above norm
c. Arithmetic ability - 1 grade level above norm
d. Sixth grade promotion average

Each student gets a point for each category. If he receives a point in all four categories he is given the opportunity to join the class. Junior high principals do the selection. Consent of parents secured in each case.

Henmon Nelson Mental Ability and Iowa Basic Skills Tests are used.

Program: Advanced program of mathematics and science, grades 7 through 12.

YORK COUNTY

Central School District (York)

C. Clinton Ruby

Grade level: 4,5,6

Number of Pupils in Program: 46

Pupil selection: Initial referral from teacher or administration based on test results. Final selection is made by administration and county psychologists. Tests used: California Primary Mental Maturity, SRA Primary Mental Abilities, Revised Stanford Binet Scale and Metropolitan Achievement Tests. An IQ of 125 and achievement two grades above expectancy are required.

Program: Mastery of content for the appropriate grade is fundamental. Beyond this point, the program is one of enrichment. Specialized teachers of instrumental music, vocal music, art, and physical education participate. Informal periodic group meetings of parents of the children in the program are held for the purpose of explaining the program, receiving suggestions, and making suggestions to parents in dealing with their gifted children.

Hanover Borough School District Elmer S. Stevens

Grade level: 6 - 9

Number of Pupils in Program: 120

Pupil selection: Pupils are selected on the basis of mental ability test results, achievement test results, previous school marks and teacher recommendations. Pupils are selected by the administrative staff in consultation with the teachers involved.

California Mental Maturity Tests are used.

Program: Homogeneous grouping on the basis of reading scores in grades 2 - 9; grade 10 - grouping in English and Biology on basis of reading score, IQ, and past grades; grades 11, 12 - grouping in English.

A thirty week seminar course in chemistry meets for two hours on Saturday mornings.

South Western School District Emory H. Markle

Grade level: 7 - 8

Number of Pupils in Program:
7th - 59
8th - 63

Pupil selection: Pupils are selected at the end of their sixth school year on the basis of achievement tests, IQ tests, and upon recommendations of the sixth grade teachers. Final selections are made by the guidance counselors and the high school principal.

Otis Mental Ability Form A, California Test of Mental Maturity, Stanford Achievement Form K, and D, California Achievement Test Form S, and K are used.

South Western School District (con't)

Program: Junior high school program of advanced math.

Southern Joint School District — William W. Long

Grade level: 7

Number of Pupils in Program:
36

Pupil selection: Students are selected through a combination of achievement scores, and teacher recommendations. They are selected by the guidance department and the administration.

Otis Quick Scoring Tests of Mental Ability, Stanford Achievement Tests are used.

Program: Homogeneous grouping of more able students in grade 7, advanced math - grade 8, and chemistry II - grade 12.

Spring Grove Joint School District — E. Grant Herr

Grade level: 7,8,9

Number of Pupils in Program:
7th - 65
8th - 65
9th - 32

Pupil selection: Students who are above average in all areas and exceptionally able in mathematics are selected on the basis of over-all achievement tests along with an arithmetic achievement test. Selections are made by the 6th grade teachers and junior high counselor. The Metropolitan Achievement Test is used.

Program: Accelerated mathematics program in junior high school with enrichment in other subject areas.

West York Area Joint School District — Wilson G. Gallagher

Grade level: 7 - 12

Number of Pupils in Program:
390

Pupil selection: Students are selected by previous academic and test records concerning IQ and reading level.

Program: Junior high school program of foreign language and modern mathematics. Senior high school program of advanced chemistry, biology, and mathematics.

York Suburban School District	Charles E. Lehman

Grade level: 5 - 12	Number of Pupils in Program: 400

Pupil selection: Pupils are selected by graded achievement scores, IQ scores, teacher comment, and past performance. They are selected by the combined efforts of guidance counselors, principals, and teachers.

Otis Achievement Test or Mental Achievement, along with California Achievement and Mental Achievement Tests are used.

Program: Homogeneous grouping around acceleration by subject. The program is one of enrichment in which youngsters can add additional courses, such as advanced sciences, mathematics, seminars, etc. in the senior high school program.

In their senior year, they are eligible for history seminar and English composition classes. The program has great flexibility in movement of children in and out of the program.

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1960
1960

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING HONORS COURSES 1961-62

ADAMS COUNTY	Bermudian Springs Joint
ALLEGHENY COUNTY	Baldwin Township School District
	Bellevue Borough School District
	Bethel Park School District
	Braddock Borough School District
	Brentwood Borough School District
	Carnegie Borough School District
	Castle Shannon Borough School District
	Chartiers Valley Joint System
	Clairton City School District
	Dormont Borough School District
	Duquesne City School District
	Edgewood Borough School District
	Elizabeth Forward Joint **Schools**
	Gateway Union School District
	Homestead School District
	North Allegheny Joint System
	North Braddock Borough School District
	North Hills Joint School System
	Penn Hills School District
	Pittsburgh City School District
	Rosslyn Farms Borough School District
	Shaler Township School District
	Sharpsburg Borough School District
	Snowden Township School District
	Swissvale Borough School District
	Upper St. Clair Township School District
	West Allegheny Joint School System
	West Deer Township School District
	West Jeff Hills Union School District
	Wilkinsburg School District
ARMSTRONG COUNTY	Apollo Area Joint School System
	Kittanning Area Union School District
	Shannock Valley Union School
BEAVER COUNTY	Beaver Falls Area School District
	Midland Borough School District
BEDFORD COUNTY	Bedford Joint School System
BERKS COUNTY	Fleetwood Joint School System
	Muhlenberg Township School District
	Reading School District
	Wyomising Borough School District

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING HONORS COURSES, 1961-62 (con't)

BLAIR COUNTY	Altoona City School District
	Tyrone Area Schools Joint System
BRADFORD COUNTY	Athens Area Joint School System
	Wyalusing Valley Joint School
BUCKS COUNTY	Bristol Township Delhaas Joint
	Central Bucks Joint Secondary School
	Council Rock School District
	Pennsbury School District
	Pennridge Joint School System
BUTLER COUNTY	South Butler County Joint School System
CAMBRIA COUNTY	Adams Sumerhill Joint System
	Greater Johnstown Joint School
	Northern Cambria Joint System
	Portage Joint School System
	Westmont Hill Top Joint Schools
CAMERON COUNTY	Cameron County Joint School System
CHESTER COUNTY	Paoli Area Joint School System
	Phoenixville Area Joint System
CLARION COUNTY	Clarion Limestone Joint School
CLEARFIELD COUNTY	Clearfield Area Joint School
CLINTON COUNTY	Bald Eagle Nittany Area School District
	Lock Haven Area Joint Schools
COLUMBIA COUNTY	Benton Joint School System
	Berwick Area Joint School System
CRAWFORD COUNTY	Conneaut Lake Area Schools
	Meadville Area Union School District
CUMBERLAND COUNTY	Camp Hill Borough School District
	Carlisle Area Joint School System
	East Pennsboro Township School District
	Mechanicsburg Area Joint System
	West Shore Senior Joint System
DAUPHIN COUNTY	Central Dauphin Joint School
	Derry Township School District
	Harrisburg City Schools
	Susquehanna Township School District

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING HONORS COURSES, 1961-62 (con't)

DEALWARE COUNTY	Haverford Township School District Interboro Joint School System Media Borough School District Ridley Township School District Rose Tree Union School District Swarthmore Rutledge Union School District Upper Darby Township School District
ERIE COUNTY	Erie City School District Girard Union School District Harbor Creek Township School District
FAYETTE COUNTY	Albert Gallatin Joint System Bellmarette Joint Schools John Brashear Joint School South Union Township School District Uniontown City School District
INDIANA COUNTY	Laura Lamar School District United Joint Schools
LACKAWANNA COUNTY	Scranton City School District
LANCASTER COUNTY	Columbia Borough School District Conestoga Valley Joint System Elizabethtown Area School District Penn Manor Joint School System
LAWRENCE COUNTY	Shenango Area Joint School System Union Area School District
LEBANON COUNTY	Annville Cleona School District East Lebanon County Joint School System
LEHIGH COUNTY	Allentown City School District Whitehall Township School District
LUZERNE COUNTY	Edwardsville Borough School District Plains Laflin Joint School Wilkes-Barre City Schools Wyoming Borough School District
LYCOMING COUNTY	Jersey Shore Area Joint Schools Muncy Joint School System South Williamsport Area School District
MCKEAN COUNTY	Bradford Area Joint School System

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING HONORS COURSES, 1961-62 (con't)

MERCER COUNTY	Greenville Union School System
	Grove City Joint County School
	Mercer Joint County School System
	Sharon School District
MIFFLIN COUNTY	**Lewistown-Granville-Rothrock Joint Schools**
MONROE COUNTY	Pleasant Valley Joint School
MONTGOMERY COUNTY	Abington Township School District
	Ambler Lower Gwynedd Whitpain Joint
	Cheltenham Township School District
	Hatsboro Horsham School District
	Lower Merion Township School District
	Lower Moreland Township School District
	Norristown Borough School District
	Plymouth Whitemarsh Joint School
	Souderton Area School District
	Springford Joint School System
	Upper Dublin Township School District
	Upper Merion Township School District
	Upper Moreland Township School
NORTHAMPTON COUNTY	Bethlehem City School District
	Pen Argyl Area Joint System
	Wilson Borough Joint System
PHILADELPHIA COUNTY	Philadelphia City Schools
POTTER COUNTY	Austin Joint School System
SCHUYLKILL COUNTY	Ashland Area Joint School System
	Coaldale Borough School District
	Shenandoah Borough School District
SNYDER COUNTY	Selinsgrove Area Joint School
SOMERSET COUNTY	Turkeyfoot Valley Area School
TIOGA COUNTY	Jackson Lawrenceville Tioga Joint
	Williamsburg Charleston Joint System
UNION COUNTY	Lewisburg Joint School System
VENANGO COUNTY	Franklin Area Joint System
	Oil City Area Joint System

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING HONORS COURSES, 1961–62 (con't)

WASHINGTON COUNTY	California Community Schools Charleroi Area School District East Washington Joint Schools Fort Cherry Joint School District Peters Township School District
WAYNE COUNTY	Honesdale Union School District Lake Township School District Wallenpaupack Joint System
WESTMORELAND COUNTY	Donegal Merged School District Franklin Area Joint School System Hempfield Area School District Mt. Pleasant Joint School System Rostraver Township School District Scottdale Joint System
YORK COUNTY	Dallastown Area Joint System Northeastern School District South Eastern School District Spring Grove Joint School System York City School District York Surburan School District

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING COLLEGE ADVANCED PLACEMENT PROGRAMS, 1961-62

ALLEGHENY COUNTY	Avonworth Union School District
	Baldwin Township School District
	Bethel Park School District
	Brentwood Borough School District
	Carnegie Borough School District
	Chartiers Valley Joint System
	Clairton City School District
	Crafton Borough School District
	Dormont Borough School District
	Duquesne City School District
	Edgewood Borough School District
	Elizabeth Forward Joint Schools
	Fox Chapel Area School District
	Hampton Township School District
	Homestead School District
	McKees Rocks School District
	McKeesport City School District
	Mt. Lebanon Township School District
	Munhall Borough School District
	North Allegheny Joint System
	North Braddock Borough School District
	North Hills Joint School System
	Oakmont Borough School District
	Penn Hills School District
	Pittsburgh City School District
	Snowden Township School District
	Upper St. Clair Township School District
	West Jeff Hills Union School District
	Wilkinsburg School District
ARMSTRONG COUNTY	East Brady Area Joint School System
	Freeport Joint School System
	Shannock Valley Union School
BEDFORD COUNTY	Bedford Joint School System
BERKS COUNTY	Exeter Township School District
	Governor Miffin Joint System
	Mt. Penn Lower Alsace Joint School
	Muhlenberg Township School District
	Tulpehocken Area Joint Schools
	Wilson Joint School System
	Wyomising Borough School District
BLAIR COUNTY	Altoona City School District
	Blair County Board of Directors
	Central Cove Joint School System
BUTLER COUNTY	Fairview Karns City Joint

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING COLLEGE ADVANCED PLACEMENT PROGRAMS, 1961-62 (con't)

CAMBRIA COUNTY	Cresson Joint School System
	Ferndale Dale Joint System
	Greater Johnstown Joint School
	Northern Cambria Joint System
CHESTER COUNTY	Coatesville Area Joint School
	Dowington Joint School System
	Paoli Area Joint School System
CLEARFIELD COUNTY	Dubois Area Joint School
CLINTON COUNTY	Lock Haven Area Joint Schools
CRAWFORD COUNTY	Meadville Area Union School District
CUMBERLAND COUNTY	East Pennsboro Township School District
	Shippensburg Area Joint School
DAUPHIN COUNTY	Central Dauphin Joint School
	Derry Township School District
	Harrisburg City Schools
	Susquehanna Township School District
DELAWARE COUNTY	Chester City School District
	Haverford Township School District
	Radnor Township School District
	Rose Tree Union School District
	Upper Darby Township School District
	Yeadon Borough Township School District
ERIE COUNTY	Erie City School District
	Fairview Union School District
	Fort Leboeuf Joint System
	General McLane School System
	Harbor Creek Township School District
	Lawrence Park School District
	North East Joint System
FAYETTE COUNTY	John Brashear Joint School
	North Union Township School District
	South Union Township School District
	Uniontown City School District
FRANKLIN COUNTY	Chambersburg Area Joint System
	Waynesboro Area Joint System
INDIANA COUNTY	Elders Ridge Joint School System
	Laura Lamar School District
	United Joint School District

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING COLLEGE ADVANCED PLACEMENT PROGRAMS, 1961-62 (con't)

JEFFERSON COUNTY	Brookville Area Joint School
LACKAWANNA COUNTY	Benton Township School District
	Lakeland Joint School System
	Old Forge Borough School District
	Scranton City School District
LANCASTER COUNTY	Elizabethtown Area School District
	Lancaster City School District
	Penn Manor Joint School System
LEHIGH COUNTY	Allentown City School District
	Parkland Union School District
	Southern Lehigh Union School
LUZERNE COUNTY	Edwardsville Borough School District
	Forty Fort Borough School District
	West Hazleton Joint System
	Wilkes Barre City School
	Wyoming Borough School District
LYCOMING COUNTY	Jersey Shore Area Joint Schools
MCKEAN COUNTY	Smethport Area Joint School System
MERCER COUNTY	Greenville Union School System
	Hickory Township School District
	Sharon School District
MIFFLIN COUNTY	Lewistown-Granville-Rothrock Joint Schools
MONROE COUNTY	Pleasant Valley Joint School
MONTGOMERY COUNTY	Abington Township School District
	Ambler Lower Gwynedd Whitpain Joint
	Cheltenham Township School District
	Lower Merion Township School District
	Plymouth Whitemarsh Joint School
	Upper Perkiomen Joint Schools
MONTOUR COUNTY	Danville Area Joint School System
NORTHAMPTON COUNTY	Bethlehem City School District
	Easton Forks Joint System
	Hillertown Lower Saucon Joint
	Nazareth Area Union School
	Pen Argyl Area Joint System
	Wilson Borough Area Joint System

ADMINISTRATIVE UNITS IN PENNSYLVANIA OFFERING COLLEGE ADVANCED PLACEMENT PROGRAMS, 1961-62 (con't)

NORTHUMBERLAND COUNTY	Warrior Run Area Joint System
PHILADELPHIA COUNTY	Philadelphia City Schools
SCHUYLKILL COUNTY	Blue Mountain Joint System
	Pottsville City School District
	Tamaqua Joint School System
SNYDER COUNTY	Middleburg School System
SOMERSET COUNTY	Turkeyfoot Valley Area School
SUSQUEHANNA COUNTY	Susquehanna County Joint System
UNION COUNTY	Lewisburg Joint School System
WARREN COUNTY	Warren Borough Area Joint School System
WASHINGTON COUNTY	Charleroi Area School District
	East Washington Joint School
	Greater Monongahela Area School
WESTMORELAND COUNTY	Derry Area Joint School System
	Kiski Area School System
	Laurel Valley Joint School System
	Monessen School District
	Penn Trafford Joint School
	Rostraver Township School District
	South Huntingdon Township School
	Washington Township School District
YORK COUNTY	Spring Grove Joint School System
	York City School District

REPORT ON PROGRAM FOR ABLE PUPILS

School District:

Chief Administrator:

Grade(s) level of program:

No. of pupils who participate in program:

Pupil selection:

Procedure:

Tests used:

Selection of teachers:

Description of program:

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Curriculum Development Series

No. 1 GUIDE FOR A COMPREHENSIVE COLLEGE ADVANCED PLACEMENT PROGRAM IN PENNSYLVANIA

No. 2 GUIDE TO PLANNING FOR ABLE PUPILS

No. 3 ADVANCED PLACEMENT POLICIES IN PENNSYLVANIA COLLEGES AND UNIVERSITIES

No. 4 SUGGESTED PROCEDURES AND RESOURCES FOR A MINIMUM COURSE IN ECONOMICS

No. 5 THE SCHOOL INSTRUCTIONAL MATERIALS CENTER AND THE CURRICULUM

No. 6 OUR GREATEST CHALLENGE—HUMAN RELATIONS